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ABSTRACT

This book was written to assist counselors in developing comprehensive developmental counseling programs for kindergarten through grade 12. It is intended to serve as a planning, implementation, and evaluation guide for a comprehensive program. Chapter I discusses why it is important to plan the development of a school counseling program. Chapter II notes that the first step in planning a comprehensive developmental counseling program requires securing a commitment from the counseling staff. The formation and tasks of an advisory committee is the focus of the chapter. Chapter III presents the first three components of a comprehensive plan: philosophy, rationale, and needs assessment. Chapter IV asserts that the counseling program is planned, implemented, monitored, and evaluated in a systematic way by establishing goals and objectives. These goals and objectives are the focus of chapter IV. Chapter V, concerned with improving the counseling program, focuses on program evaluation. Useful sample materials are provided throughout the book. Chapter VI provides a discussion of elements necessary if counselors are to participate fully in meeting the demands of excellent education for all students. Essential elements discussed in the chapter include continuing education for counselors; in-service training of teachers by counselors; improving interpersonal communication skills; guided classroom activities; classroom climate; working effectively with the administration; and public relations. The document concludes with a brief summary chapter and list of references. (NB)

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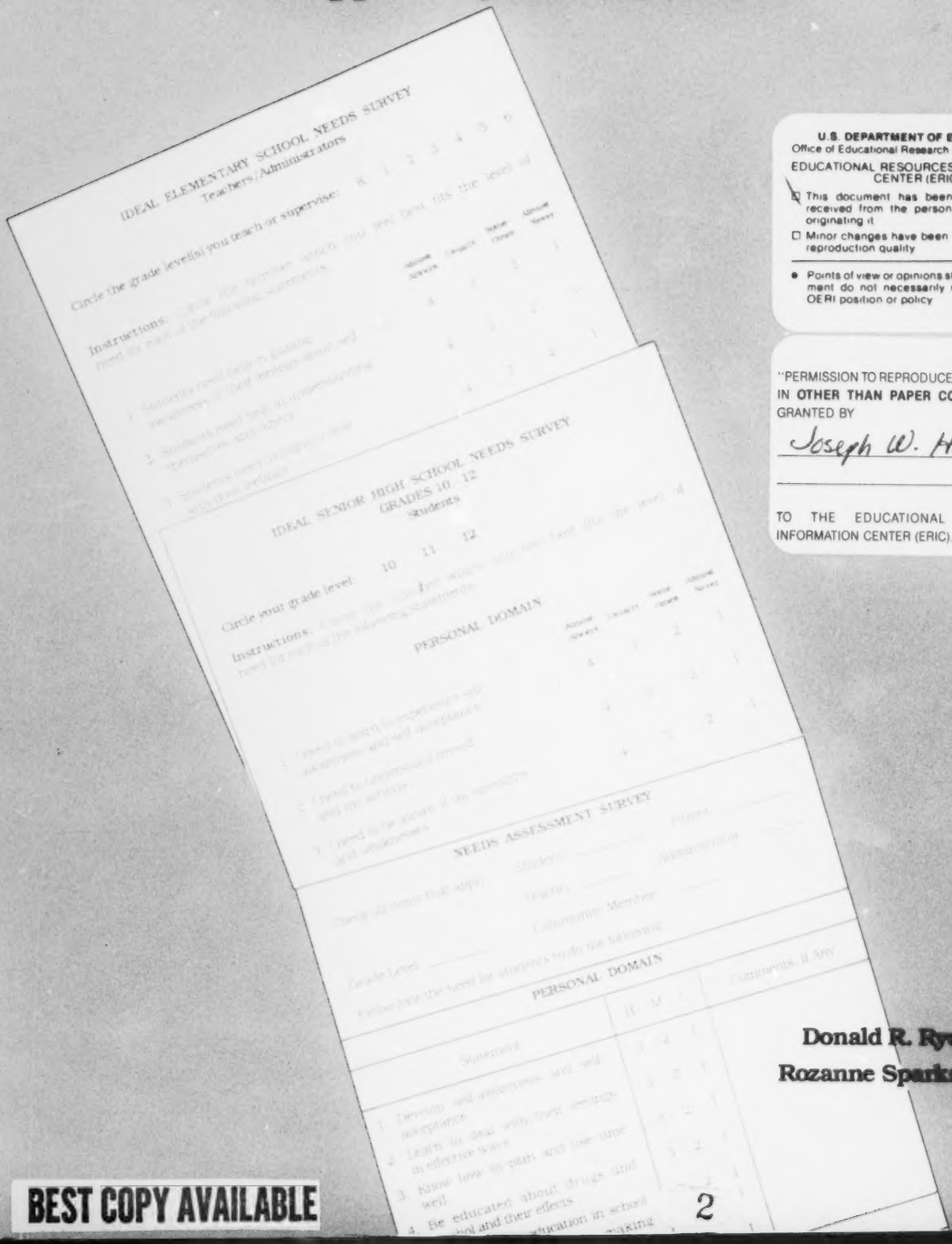
STRENGTHENING K-12 SCHOOL COUNSELING PROGRAMS

A Support System Approach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Teachers/Administrators
Circle the grade level(s) you teach or supervise: K 1 2 3 4 5 6
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IDEAL SENIOR HIGH SCHOOL NEEDS SURVEY
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STRENGTHENING K-12 SCHOOL COUNSELING PROGRAMS

A SUPPORT SYSTEM APPROACH

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Strengthening K-12 School Counseling Programs
A Support System Approach

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PREFACE

Strengthening school counseling programs requires a tightly framed system which ties the community and the school together. Strength depends on a good support system. Folks are supportive of programs they own and they own programs they have created. Strength in ourselves as individuals or as organizations is enhanced when we know (1) what we are trying to accomplish, (2) how we are going about it, (3) how we will know when it has been accomplished, and (4) whether or not the results were satisfying.

Strength occurs when a disciplined, consistent, and coherent system functions over time toward selected ends. We believe strength can increase in school counseling programs when counselors accept and invite both the freedom and responsibility which accompanies a self-directed growth process. Achieving thorough and comprehensive accountability, and having an intentional impact on both clients and school/community systems increases strength, whereas, the more disorganized approach of doing just "whatever" weakens everyone.

Unless the basic philosophy and rationale for the counseling program is fully developed and understood by a community support system, the program may develop in response to administrative needs; it may address perceived student needs which are of relatively low or high priority, or it may simply become a program which meets state mandated requirements for employing a counselor in the school system. Therefore, comprehensive developmental counseling programs must be carefully planned, fully implemented, and thoroughly evaluated.

Strength is best enhanced when all aspects of human development needs in schools are integrated into a community based system of coherent team efforts. Such a planned intentional design makes possible coherence among career education, drug and alcohol education, crisis intervention, suicide prevention, service to at-risk populations, use of technology, parent education, and so forth.

What is becoming increasingly apparent to these authors is that debate and discussion will not resolve issues related to the role and function of the school counselor. On the contrary, continuation of that debate will only delay actions aimed at designs which bring strength, coherence, and excellence to school counseling. We hope the "how to" guide suggested in this publication will aide school counselors and others within school districts in furthering the health and strength of their programs.

This guide is based on the following assumptions:

1. Comprehensive counseling programs are an essential part of any quality educational process for students.

2. Quality counseling programs must be developed with both administrative and community support.

3. Comprehensive services must be systematically planned, implemented, and evaluated over an extended period of time.

4. Program planning is effective when conducted under the direction of an informed advisory group.

5. Effective counseling programs are those specifically designed to meet priority needs which have been determined to exist across student, faculty, and parent/community populations.

6. Programs of excellence are planned so that students moving through various grade levels are offered services which build self-understanding as well as a variety of skills in a sequential developmental pattern of increasing levels of difficulty.

The purpose of this publication is to assist the counselor in the development of a comprehensive developmental counseling program for grades K-12. It is intended to serve as a planning, implementation, and evaluation guide for the orderly evolution of a complete and comprehensive program. It was NOT designed for any one school district; rather, it was designed to serve as a guide for the development of an individualized plan for ANY school district.

Donald R. Rye

Rozanne Sparks

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CHAPTER I

WHY PLAN?

The development of quality school counseling programs has been an issue of debate since the rapid growth of school counseling following the launch of Sputnik 1 on October 4, 1957. Orbiting the first satellite was influential in the passage of the first National Defense Education Act, which was aimed at finding the scientific talent that would enable the United States to compete in space. The early years of growth in counseling could be characterized by questions such as "Should the counselor serve as a screening and recruiting agent for the nation?" and "How should this function be carried out?" More recent definition issues can be characterized by questions such as "Should the counselor be an individual therapist or provide classroom preventive and developmental guidance?" or "Should the counselor focus on career education, drug education, sex education, and at-risk youth?"

Counselor educators, state department of education supervisors, and practicing school counselors have written many articles, held discussions, and conducted research attempting to explain what the counselor is to do within the school. For example, in 1987 a conference entitled "Building Strong School Counseling Programs", sponsored by the American Association for Counseling and Development, was held in order to celebrate 20 years of ERIC/CAPS service to counseling (Walz, 1988). This conference offered presentations by the most distinguished members of the counseling profession. The presentations reviewed the past 20 years of guidance and counseling and proposed issues which will be relevant in the next 20 years. Discussions from this conference suggest that the counselor needs to help students develop personal and social skills for the future (Capuzzi, 1988); be a facilitator of learning, focus teacher emphasis toward considering the unique strengths of each student, understand the politics of education, and be student advocates (Griggs, 1988); that, ". . . the nature of our professional commitment rests squarely on what career development and career guidance means today . . ." (Gysbers, 1988, p. 108); that we are unsure of whether ". . . the school counseling profession's efforts have been, are, or will be successful" (Loesch, 1988, p. 169); and, that " . . . the whole issue of just what is the school counselor's responsibility needs more debate" (Cole, 1988, p. 143).

This debate revolving around the "role" of the school counselor has continued for over 30 years. Consequently, many individual counselors, school administrators and teachers have been confused by the various points of view. This has resulted in the development of programs based upon the strengths and interests

of individual counselors, the biases of counselor educators, state department of education requirements, and/or the dictated administrative needs of the local district. Occasionally, untrained persons have been employed to develop counseling programs and they have managed to put together some planned effort based upon a collection of ideas and materials from a hodge podge of sources. Such incoherent efforts have confused students, parents, teachers, administrators, and counselors themselves. These programs have held out a promise of help for students while failing to produce positive outcomes.

We can no longer afford the luxury of debating the fundamental question of whether the role of the counselor is, basically, one of personal counselor, career developer, learning consultant, or research specialist. This only serves to further delay the development of quality community needs based programs.

Another issue that has hindered the development of quality counseling programs focuses upon who should determine the appropriateness of directions for counseling programs. If the assumption is that only professionals can determine what should be done, a fundamental premise of the counseling profession is overlooked—the premise that counselors must begin with clients' own understanding of their situation. Even within the medical model, physicians never attempt a diagnosis without gathering extensive information from the patient. Obviously, information gathering from those persons to be treated increases the likelihood that the particular treatments selected are appropriate. Most counselors are committed to this belief and are aware that the only way to bring about change through the counseling process, is to start where the client is, not where the counselor is. Otherwise, the importance of input from the client population when counseling strategies are planned is minimized.

In contrast, we propose an approach which rests on the assumption that **persons to be served are in the best position to determine the nature of their own needs.** Starting with this assumption does not, however, preclude or negate the fact that counselors are trained to offer a set of specialized services facilitating human development and its attendent problems. It does argue with the notion that professional training is sufficient preparation for blind interpretation of client needs prior to significant inquiry into the particular characteristics of each client/community system.

Therefore, we must begin a consumer-based (student, teacher, parent, administrator, community) effort to identify in a systematic, locally meaningful and valid way the particular counseling needs within each school district. A consumer-centered program focused on the local factors which make each district unique requires a community-based planning and development effort. Community-based decision-making insures involvement with and commitment to the locally identified issues of concern. Once a collection of expressed needs has been organized and understood, the debate about the school counselor's role is resolved.

Comprehensive developmental counseling programs will evolve when they are coherently attuned to the interests and needs of consumers served. This process of programmatic improvement can best be initiated through an informed body of community persons who are engaged in the specifics of program planning, implementation, and evaluation—an ***advisory committee.*** The advisory committee provides a link with the various consumer groups and the personnel and activities of the counseling program. It also provides parent representation

from all grade levels (elementary, junior high, and senior high school) as well as from teachers, administrators, the school board, and the community.

We emphasize a district-wide (K-12) planning and development effort in order to provide the continuity needed throughout the counseling program. An example of the importance of a sequential effort may be illustrated by the process of developing decision-making skills regarding life career development. The life career development concept emphasizes the process of learning through stages—career awareness (self awareness skills) in grades K-6, career exploration (career awareness skills) in grades 7-9, and career preparation (job preparation skills) in grades 10-12. What can readily be seen is that competencies in career decision making required during the later years of high school must rely on previously developed skills obtained by students during the early years of school. If a program of career education does not include an articulated effort built upon early competencies and previously developed skills, then later programmatic efforts will be ineffective. Intentionally designing coherent and sequential counseling program plans from kindergarten through the twelfth grade is no less important than is the sequential development of math or grammar skills.

Benefits gained, by all consumers, from a well-planned comprehensive program are well worth the time (five to six years) and energy required for planning, implementing, and evaluating the counseling program. Such a program benefits students because it offers a full range of counseling services—personal, social, educational, and career. Parents benefit from the opportunity to be involved in educational decision-making, career decision-making for their children, and knowledge of and use of counseling services. Teachers benefit by having a team partner who can provide specialized assistance in working with individuals for improvement of student learning and personal adjustment. School board members benefit when they can support a clearly defined program and are then able to communicate aims, purposes, and operations of the counseling program to the community. Business, labor, and industry benefit by having an avenue for collaboration with the school which can result in more positive career education efforts. Administrators are able to provide a stronger position of support through management and evaluation when the planned counseling program has community and school board backing.

Of primary importance are the benefits for the professional counseling personnel. Having a clear mission with structured goals and activities will allow full use of the counselor's knowledge and skills as well as foster higher morale, reduced stress, and more quality efforts as counselors become more effective members of the educational team.

CHAPTER II

GETTING STARTED

The first step necessary in planning a comprehensive developmental counseling program requires securing a commitment from the counseling staff. A major component in the success of the project will depend upon the active involvement of a majority of counselors in the system. Working as a team increases the cohesiveness of the counseling staff as well as illustrates to the school community the importance of collaborative planning.

The next step involves developing a written proposal to be presented for administrative consideration. This step is important in that it involves the administration in the planning process, makes them aware of the direction the counseling program is taking, and provides a concrete guide for communicating that direction to the school board and the community.

The proposal should include information pertaining to what is going to be done, who is going to do it, how it will be carried out, when the process will begin, how long it will take to incorporate the new plan, and benefits of such a program for students, parents, teachers, administrators, and the community in general. Without administrative endorsement, program planning efforts will be an exercise in futility.

With administrative endorsement, the counseling program will have gained a much needed ally. Administrative support increases the chances of gaining full support from the school board which in turn communicates the importance of counseling to the community. Setting forth, in an accurate fashion, exactly why a counseling program is needed and emphasizing that the activities provided by the counseling program are important is necessary for long-term program development. Figure 2.1 is a sample proposal that may serve to assist the counseling staff in developing a proposal for administrative approval. Once the administrative personnel have approved the proposal it is forwarded to the board of education for approval.

Figure 2.1. Sample proposal for long-term program development.

To: Administrative Personnel
From: Counseling Staff
Subject: Proposal for long-term program development

American schools exist for the development of all students—students who will learn to function successfully in a democratic society. All students have the right to learn how to read, how to write, and how to do mathematics. In addition, they have a right to learn how to communicate with peers and adults; to learn to love self and others; to learn to accept responsibility for their own behavior; to learn how to solve problems; to learn to listen to others in a respectful manner, and to learn how to make wise decisions which do not harm themselves or others.

Unfortunately, students are faced with situations today which require them to be able to make wise decisions, solve problems, and assume responsibility for their behavior. These issues must be dealt with in a manner which is congruent with beliefs learned in their family and which are acceptable in our society. Since we believe our children are our most precious resources, the school must provide opportunities for all students to grow as individuals and social beings as well as intellectually. They must be helped to plan for a future in which they are able to work, play, and worship productively.

To this end we propose a comprehensive developmental counseling program. A planned sequential program including all grades, K-12, provides students the opportunity to grow as persons just as a sequential program in mathematics is necessary for the student to learn intellectually.

The first step in accomplishing this task is the establishment of a counseling program advisory committee. The advisory committee will consist of students, parents, teachers, administrators, a school board member, and others from the community (a minister, a mental health professional, a business person, a law enforcement officer, and/or a government official).

The purpose of the advisory committee is to provide the counseling/administrative staff a link with the community regarding student and community needs, and accurate communication of the goals and activities of the counseling program. The committee will be involved in planning, implementing, and evaluating the counseling program.

The counseling/administrative staff will compile a list of prospective advisory committee members. Once prospective members have been identified and have tentatively agreed to serve on the committee, the list will be presented to the school board for official approval.

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Figure 2.1. Continued.

The counselors will provide training workshops for the advisory committee members. These sessions will include topics such as an orientation to purposes of the advisory committee, structuring the committee, outlining the committee members' functions, competencies of counselors, counselor certification requirements, types of counseling situations with which the counselors have been trained to provide services, the mission and philosophy of the counseling program, and task assignments.

Complete implemention of the program requires a commitment of five to six years. The first year will be devoted to organizing the advisory committee ..to a working group, writing a philosophy and rationale which is congruent with the school philosophy, conducting a needs assessment (surveying students, parents, and school personnel), identifying the top two or three priority needs, establishing goals, writing objectives, and developing activities for addressing the identified needs.

A comprehensive developmental counseling program which is planned, implemented, and evaluated with the assistance of a consumer-based advisory committee offers many benefits. Students benefit from the opportunity to become knowledgeable about and experience counseling services; parents benefit from the opportunity to be involved in their child's educational experiences as well as make use of counseling services; teachers benefit by having a team partner who assists in developing methods which lead to improvement in student learning and personal adjustment; administrators and school board members benefit by having a knowledge base of the goals, purposes, and operations of the counseling program; and counselors benefit by having a clear mission with structured goals and activities which are understood by the school staff and members of the community.

STEPS IN PLAN	COMPLETION DATE
School Board Approval of the Proposed Planning Process	Aug. 31 Year One
School Board Approval of Advisory Committee Members	Sept. 30 Year One
Complete the Organization and Training of the Advisory Committee	Oct. 31 Year One
Written Philosophy and Rationale	Nov. 30 Year One
Selection of Needs Assessment Instruments	Dec. 20 Year One
Printing and Distribution of Needs Assessment Surveys	Feb. 01 Year One

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Figure 2.1. Continued.

	Page 3
Compilation of Needs Data	March 31 Year One
Prioritized Needs	April 10 Year One
Written Goals	April 15 Year One
Written Objectives and Planned Activities	May 31 Year One
Board Approval of the Complete Written Plan	July 15 Year One
Implementation, Monitoring, Evaluation and Revision	End of Year Two
Implementation, Monitoring, Evaluation and Revision	End of Year Three
Implementation, Monitoring, Evaluation and Revision	End of Year Four
Implementation, Monitoring, Evaluation and Revision	End of Year Five
Begin Major Replanning Cycle	End of Year Five
Conduct Needs Assessment, Write New Plan	End of Year Six

THE ADVISORY COMMITTEE

Once administrative support has been secured and the school board has approved the planning proposal, the next step is the establishment of an advisory committee. The purpose of the advisory committee is to assist the counseling/administrative staff in planning, implementing, and evaluating the comprehensive K-12 counseling program. The advisory committee provides a means for establishing a direct supporting foundation within the community which is connected to and informed about the counseling program goals, objectives, and activities. In addition, the advisory committee serves as a resource and communication link with administrative, faculty, student, and community groups who are served by the counseling staff.

The first task to be completed by the counseling staff is deciding on the number of persons to serve on the committee, the make-up of the committee, and the best method for selecting members.

Size

The size of the advisory committee will be dependent upon the size of the school district. The committee should be large enough to

provide effective implementation and evaluation of the program, yet small enough to work cohesively. Committees in large districts may be organized into working subcommittees representing elementary, middle school/junior high, and/or secondary levels. In the very largest districts, further division by building may be more effective. A district-wide steering committee may be formed to coordinate and facilitate the work of various subcommittees. Small districts, however, may choose to function as one body with representatives from each of the three levels. Whichever composition is chosen, the advisory committee needs to meet as a total group during training and the initial planning sessions. We emphasize that whether the advisory committee functions as one working unit or a unit of working subcommittees, emphasis must be maintained on how the programmatic components fit together to insure the continuity needed in the final plan.

Membership

The advisory committee functions as a representative body of students, staff, parents, employers, and community leaders. We suggest that advisory committee members include teachers and parents from each building level, students from junior and senior high levels, an administrator from each level, a school board member, and various community members. Community members may be chosen from groups such as community civic organizations, groups concerned with youth issues, business and industry associations, and city government.

Selection

Selection of the advisory committee members should be a joint effort of counselors and administrators. A list of potential advisory committee members may be formulated or volunteers may be identified and recruited. Representatives should be chosen who will commit considerable effort during the early stages of program development as well as continued involvement throughout their term of service on the committee.

Individual committee members should be appointed for a minimum one year term. Most districts will find that retaining a corps of well informed members from year to year will provide the desired continuity. The best procedure will vary from district to district, however, most will want to begin with staggered terms so that a small percentage of new members will begin during any one year. A minimum term of one year would be beneficial. Rotation of committee members after one year will help alleviate lengthy terms of commitment and allow participation by a variety of representatives from the community.

Once the list of advisory committee members has been completed, each member is officially appointed by the school board and notified via formal letter. Notification of the official appointment by the school board offers an opportunity for media publicity. Media efforts to inform the community of the advisory committee's purpose serves to increase community participation as well as establish the necessary visibility for the committee's work.

Figure 2.2 is a sample proposed list of advisory committee members which illustrates the breadth of representation.

Figure 2.2. Sample proposed list of advisory committee members.

To: Superintendent
From: Counseling Staff
Subject: Counseling Program Proposed Advisory Committee Members

The following individuals are recommended for appointment to the Counseling Program Advisory Committee. We welcome your comments and are willing to assist in any way we can.

NAME	REPRESENTATIVE OF	TERM OF OFFICE
Linda Listener	Senior High Counselor & Coordinator of the Advisory Committee	–
Bill Career	Senior High Counselor	–
Jane Helper	Junior High Counselor	–
John I. Care	Junior High Counselor	–
Jill Loving	Elementary Counselor	–
Jerry Duso	Elementary Counselor	–
Patty Hugmore	Elementary Counselor	–
Hugh Commander	Senior High Assistant Principal	3
Sally Principal	Junior High Principal	3
Jim Kinder	Elementary Principal	3
Willa Weschsler	School Psychologist	2
Donna Doright	Senior High Student	1
Johnny Smart	Junior High Student	2
Paula Pillar	Elementary Student	1
Edna Educator	Senior High Teacher	3
Barry Good	Junior High Teacher	2
Polly Pointer	Fifth-grade Teacher	1
Mary Printer	Second-grade Teacher	3
Ralph Respect	Senior High Parent	2

Figure 2.2. Continued.

Amanda Teen	Junior High Parent	1
Molly Mother	Elementary Parent	3
Holly Hypo	Nurse	2
Bud Business	Chamber of Commerce Rep	1
Phil Upchurch	Minister	3
John Doe	School Board Member	2
Doris Merchant	Business Owner	1
John Justice	Police Officer	3
Carrie Forth	Mental Health Agency Director	2
Steven Still	Funeral Home Director	1

As soon as you have had an opportunity to review the list, we would appreciate your input so that we may proceed with contacting these people.

Formation and Organization

One person usually will be designated to initiate formation of the advisory committee. Districts which have a director of counseling or a director of pupil personnel will automatically have a person assigned to perform this task. Districts which do not have a designated leader for the counseling program will want to appoint one counselor to begin the formation process. Small districts which have only one counselor will likely choose to have the counselor and a designated administrator collaborate in the advisory committee formation process.

The designated leader will be responsible for contacting the appointed advisory committee members and establishing verification of their willingness to accept appointment to the counseling program advisory committee. If notification is via written correspondence, the letter (Figure 2.3) should include congratulations, an expression of thanks from the counseling staff for their willingness to serve on the advisory committee, and a discussion of possible dates for the initial meeting. It is advisable to include, with the letter, a brief form (Figure 2.4) with a signature space which acknowledges the appointee's intention to serve. The form may also include spaces for telephone numbers, current address, and possible dates and times for the first meeting.

Figure 2.3. Sample of letter sent to each person appointed to advisory committee.

Dear Mr./Mrs. _____:

Congratulations on your appointment to the Ideal School Counseling Program Advisory Committee. I am excited about having your assistance with our counseling program, and want to thank you for your willingness to serve as a member of our district advisory committee.

Providing a comprehensive K-12 program is a high priority for our counseling and administrative staff. We know your input will be beneficial to our programing efforts. Input from parents, students, educators, and business representatives is vital to the long term success of our program.

We look forward to working with you and are planning now to schedule the first meeting of the Advisory Committee at a time which will be convenient for all members.

Attached is a form which will serve to verify your acceptance of this appointment. Please provide the information requested and return this form as quickly as possible. I will contact you soon regarding an appropriate date for our first meeting. At this initial meeting, we will discuss the Advisory Committee's purpose and role in developing our district-wide counseling program.

Thank you again for your interest in service to our students in this capacity. If you have any questions, please do not hesitate to call me at 555-0000.

Cordially yours,

Linda Listener
Coordinator
Advisory Committee

Figure 2.4. Sample of post card sent with letter to each person appointed to Advisory Committee.

Acceptance and Verification Form

Yes, I will serve on the Counseling Advisory Committee.

Name: _____

_____

(Signature)

Address: _____

_____

Business Phone: _____

Home Phone: _____

Suggested Meeting Time (Please circle):

Mon Tues Wed Thurs Fri

AM or PM

Training

Selection and appointment of the advisory committee is followed immediately by a series of training and planning sessions. The counseling staff may choose to function as group/workshop leaders for the training sessions. Training sessions should be well planned, efficiently managed, and comprehensive. Care should be taken to schedule the sessions at times when all members will be able to attend. All sessions should be lively, informative, and provide for member discussion and participation.

We recommend that the training workshops be conducted in at least three separate sessions, scheduled on three consecutive weeks. An agenda, including suggested activities and a discussion of group responsibilities, is included in Figure 2.5 to aide you in designing your training workshop.

The Advisory Committee training process is very important to the success of counseling program planning and development. Counselors must be prepared to present information in a coherent and informative manner. Organization is a key to effective training efforts. The following guidelines include suggestions which may be utilized for conducting advisory committee training sessions. Remember, the training sessions should be conducted in three separate sessions scheduled on three consecutive weeks.

A constructive procedure is to have material for members at each meeting. The information should be factual, basic to the program, and in summary form. They can refer to it and supply others in the community with essential information. Figure 2.5 contains an illustration of information that would be good reference material for members. You may need to modify—change, add to, or omit—the material shown in Figure 2.5.

A well informed advisory committee will allow all advisory committee members to bring their personal and professional resources to bear on the task at hand. Unless advisory committee members are well trained, much effort will be given away to irrelevant discussion and false starts on many of the tasks required. When too many wasted motions are made, absenteeism and discouragement increase. The facilitating efforts of the counseling staff to invite, understand, and value advisory committee member contributions are essential.

Figure 2.5. Sample of packet used for training advisory committee members.

ADVISORY COMMITTEE TRAINING PACKET

SESSION ONE

The first training session sets the stage for the degree of productiveness that will be experienced throughout the planning process as well as for the counseling program in general. Therefore, for the first session, appropriate refreshments should be provided, and nonthreatening member introductions and warm-up exercises should be carefully planned.

Goals for Session One

1. To develop cohesiveness among members.
2. To provide an orientation to the purposes of the advisory committee.
3. To outline the committe's function and responsibilities.

Advisory Committee Responsibilities

The advisory committee's group responsibilities include a sequence of functions throughout the planning, implementation, and evaluation phases of the counseling program.

1. The first task of the advisory committee is a very important one—the development and approval of a counseling program philosophy. Once the philosophy has been developed and agreed upon, the advisory committee will determine the program rationale. Both the philosophy and rationale form the base from which the planning process begins.

Figure 2.5. Continued.

2. The next task is the selection and approval of needs assessment instruments. An accepted set of needs assessment instruments will be used to collect and document priority needs.

3. The third task is the selection of program goals. Once goals and objectives have been selected, the advisory committee will assist the counseling staff in deciding which strategies and activities will be most effective in accomplishing program goals.

4. The fourth task in the first phase of the planning cycle will be to recommend the K-12 counseling program to the administrative staff and the Board of Education. Board approval of the completed plan will insure the continuation of a coherent effort when changes occur in counseling staff or administrative leadership in the district.

5. Individual members may assist in the accomplishment of purposes of the Advisory Committee by communicating with and orientation of members of the larger community concerning the aims of the counseling program. Individual members may make important contributions by identifying and contacting resources for special projects and by providing assistance for activities such as career and college days and student orientation.

Second Cycle

The second cycle of program planning begins with the advisory committee's completion of a preliminary, annual evaluation. It is recommended that an annual evaluation by the advisory committee be used as a means of monitoring and making adjustments in the program's operation. The annual evaluation serves to set markers of progress toward the stated goals which are ideal destinations for the five or six year plan.

SESSION TWO

Goal 1 for Session Two: To inform and educate members.

Topics shared by various members of the counseling staff include preparation and training, certification requirements for the counseling staff, and specific counseling skills. It is important to inform the advisory committee regarding counselor preparation, certification, and specific skills. A lack of knowledge as to what services the counseling staff may offer could result in advisory committee decisions which would require counselors to perform tasks for which they are not trained.

Background Information

The counselor of the 1960s was primarily a career specialist who helped students find work and plan for further education. The counselor

Figure 2.5. Continued.

of today engages in actual counseling activities as well as being an imparter of knowledge. The following information may be discussed during the training session as it is presented here or it may be summarized and a handout given to each advisory committee member. If the committee is to support the counseling program and communicate with the community about the services available to students and parents, it is imperative that the members be aware of the following information.

Counselor Preparation and Training

Counselor training programs, most generally, include a core of courses required by The Council on Accreditation of Counseling and Related Education Programs (CACREP, 1988). They also require a subcore of courses which prepare counselors for the unique needs and demands of the clientele in the work setting. Additionally, universities and colleges coordinate coursework with the State Department of Education in individual states and/or regions.

Training programs enhance counselor knowledge and competency in the following areas:

1. **Human Growth and Development:** This includes the knowledge and competency which enables the counselor to understand the nature and needs of individuals at all developmental levels, with an understanding of psychological, sociological, and physiological development. An understanding of human behavior (normal and abnormal), personality theory, and learning theory is also acquired in training.

2. **The Helping Relationship:** The counselor has developed a philosophical base of helping relationships which emphasizes the development of counselor and student (or consultee) self-awareness and self-understanding.

3. **Counseling Theory:** The counselor has formulated a personal theory which includes techniques appropriate for the age and developmental level of the student. The counselor is aware of prominent counseling theories (TA, RET, Reality, Person-Centered, Adlerian, Behavioral, etc.) which provide additional knowledge and ability to apply various approaches to unique situations, since each student is a unique individual with unique needs.

4. **Group Counseling:** The counselor has an understanding of group theory and types of groups as well as descriptions of group practices, methods, dynamics, and facilitative skills.

5. **Life Style and Career Development:** The counselor is knowledgeable in the areas of vocational choice theory, the relationship between career choice and life style, sources of occupational and educational information, approaches to career decision making, and career development.

Figure 2.5. Continued.

6. **Appraisal and Measurement:** The counselor has developed a framework for understanding the individual, including methods of data gathering and interpretation, individual and group testing, case study approaches, the study of individual differences, and differences in ethnic, cultural, and gender factors in appraisal and measurement.

7. **Interpersonal Relations:** The counselor has developed communication skills which help him or her to relate effectively to students, teachers, parents, administrators, and people in the community.

8. **Curriculum Development:** The counselor is knowledgeable about curriculum development which meets the needs of all students, assists students in selecting courses which will help them reach their educational goals, and is aware of current trends which necessitate adjustment of the curriculum. The counselor is involved in assisting administrators when a change in curriculum is indicated.

9. **Professional Orientation:** The counselor participates actively in professional organizations, follows a code of ethics developed by the American School Counselors Association (ASCA), is aware of legal considerations in working with minors, and is involved in continuing education programs required for certification and licensing.

10. **Special Problems—Crisis Interventions:** The counselor is aware of the multitude of problems which may be experienced by students, is trained in identifying possible crisis situations, and is prepared to deal with those situations when they arise. If the counselor does not feel the situation is within his or her area of expertise, he or she knows who and where to refer the student and/or family for additional in-depth counseling services.

11. **Program Management:** The counselor is knowledgeable about student, staff, family, and community needs. Therefore, his or her responsibility is to coordinate and administer a counseling program which serves those needs. The planning process is necessary if administrators, faculty, and the general public are to view the program as a vital, integral part of the school program. Factors involved in program management include: identifying needs via needs assessment instruments; setting goals and developing objectives; developing a time management system which makes it possible for the counselor to perform effectively; organizing the counseling staff, which helps insure that all students are receiving needed information and assistance at all grade levels; developing methods which insure open communication among counselors, teachers, administrators, students, and the community, which ultimately lead to support of the program;

Figure 2.5. Continued.

monitoring for effectiveness of counseling activities; and evaluation of the program, through formal and informal evaluation tools and input from the advisory committee, which will, potentially, bring about program improvement.

Certification Requirements

School counselor certification requirements vary from state to state, therefore the explanation of those requirements must be tailored to fit each individual situation. The following example is taken from the Missouri State Department of Elementary and Secondary Education counselor certification requirements. The professional counselor certification is issued to persons who meet the following requirements:

1. A valid teaching certificate (elementary or secondary) as required to teach in the public schools of the state.

2. A minimum of two years approved teaching experience.

3. Completion of a master's degree with a major emphasis in elementary or secondary school counseling from a college or university meeting approval of the State Department of Education.

4. One year of accumulated paid employment (other than teaching or counseling).

5. Recommendation for certification from the designated official of a college or university approved to prepare counselors (secondary and/or elementary) by the State Department of Education. Such recommendations and certifications are based upon the completion of a planned program including a minimum number of approved graduate credits in counseling courses, with a minimum number of hours focused upon counseling in secondary or elementary schools.

6. Successful completion of at least three credit hours is required from the following core courses:

   a. Introduction to Personal and Professional Development in Counseling

   b. Foundations of Secondary and/or Elementary School Counseling

   c. Individual and Group Appraisal

   d. Life Span/Career Development

   e. Theories and Techniques of Secondary and/or Elementary School Counseling

Figure 2.5. Continued.

f. Theories and Techniques of Group Counseling

g. Practicum in Counseling

h. Internship in a secondary or elementary school counseling setting

Counselor Skills

Counseling provides students the opportunity to develop self-understanding, self-acceptance, and self-direction. The counselor works with individuals, small groups, and class groups. Students are counseled in regard to emotional, physical, personal, and social problems, as well as career development. The counselor is available to work with students regarding the development of accurate self-concept; development of interpersonal communication skills; conflict resolution and decision-making for satisfactory behavioral change and adjustment; adjustment in peer relations, family relationships, and other adult relationships; career awareness, exploration, and decision making; course selection and career planning; and personal issues such as dating, human sexuality, substance abuse, depression, school phobias, loss of significant person, pregnancy, suicide, and adjusting to parental divorce.

1. **Individual Counseling:** Students may be referred to the counselor by teachers or parents, or they may seek assistance on their own. Students seek counseling for any of the previously mentioned reasons.

2. **Group Counseling:** Group counseling provides an avenue for the counselor to meet the needs of many students. Most generally, counseling groups include students who share common concerns or problems. Within the group setting, students have the opportunity to develop communication and decision-making skills while receiving support from peers and the counselor. The potential for personal growth is greatly enhanced by participating in a group since students receive feedback from the counselor and peers in a secure, caring environment. Topics discussed in the group setting may include any of those mentioned previously.

3. **Family Counseling:** The school offers a safe, secure environment for the initial steps in family counseling. Parents may be more likely to seek help from the school counselor, since the school counselor works with all community families in an educational setting. The school counselor does not usually provide intensive family therapy. After working with the student and the parents, the counselor decides whether the family needs more intensive counseling and will then refer the family to a community agency. If the counselor has developed a positive, trusting relationship with the family, the probability of the family following through with the counseling process is increased. After making the referral, with the permission of the family, the counselor may provide

Figure 2.5. Continued.

the family therapist with information concerning the student's school performance, peer relationships, and descriptions of kinds of interventions that have been tried previously. In the later stages of the counseling process, the school counselor can help implement strategies, which have been agreed upon in counseling, between family and teachers in regard to school behavior and performance.

4. **Guided Classroom Activities:** Classroom activities are generally performed in cooperation with teachers. It is a program of learning which is directed toward the personal, social, educational, and career development of all students. It is basically informational in nature and focuses on the normal development of students. Topics which may be addressed in the classroom setting include orientation for students new to the school system; understanding of interests, skills, and personal characteristics; decision-making, values clarification, career planning, and goal setting; improving study habits; improving interpersonal communication skills with peers and adults; conflict resolution; making and keeping friends; drug and alcohol abuse and use; and human sexuality.

5. **Consultation:** The counselor's knowledge of student behavior is used to complement teacher efforts in identifying student needs through objective and subjective information; to help create a more positive classroom climate; to assist in the development of experiences that emphasize self-understanding and enhance educational and career development, and to help teachers, parents, and administrators understand the influence they exert on students (Keats, 1974).

   Consulting with significant adults provides an indirect service to students. It strengthens interventions and can prevent certain student behaviors. The counselor can assist teachers and parents in understanding student behavior which may be preventing educational and personal success. Besides parents and teachers, counselors also consult with administrators and health and community agency personnel.

6. **Coordination:** Within the school system and the community, the counselor serves to coordinate activities and contacts which enhance the development of students. Within the school system, the counselor may direct and plan staff meetings aimed at enhancing the staff's understanding of student needs. The counselor provides leadership for the advisory committee and often coordinates the involvement of resource persons in career education activities. The counselor is aware of community services—psychological, social work, health services—that can be utilized for specific services. The counselor is sensitive to the need for and is knowledgeable of supportive services, and makes referrals whenever necessary for meeting student needs (Keats, 1974).

Figure 2.5. Continued.

The counselor may coordinate the school's assessment services. He or she is familiar with both group and individual assessment instruments. The counselor assists students, teachers, administrators, and parents in understanding purposes and proper uses of tests. Results from the various assessment instruments are interpreted to students, teachers, and parents. Results also are used for assisting students in selecting courses and setting goals for the future.

7. **Communication:** A primary focus of a successful counseling program is the counselor's ability to communicate effectively with students and adults. In communicating with students, the counselor has a working knowledge of students' language and media which, in turn, strengthens the building of a student-counselor relationship conducive to openness and trust (Keats, 1974).

   The counselor's ability to communicate effectively with teachers and administrators enhances the chances of a supportive network within the school system. With effective communication, teachers are more likely to feel comfortable seeking assistance from the counselor, and administrators may be more inclined to include the counselor in program planning.

   Effective communication with parents enables the counselor to encourage parents to become actively involved in their child's total development. Parents may attend student-teacher conferences more willingly, serve on parent advisory committees, and become involved in parent education programs.

8. **Curriculum:** A primary area of concern for the counselor is the emotional life of the student. Since most school curricula are heavily concentrated on cognitive factors, the counselor can have a positive impact on the lives of students by integrating an affective aspect. The counselor can introduce teaching procedures and provide in-service programs that enable teachers to develop skills and materials for integrating affective and cognitive education. To establish this type of curriculum, the counselor provides clearly defined objectives and an organized method for evaluating student growth, assists teachers in developing effective interpersonal communication skills that lead to interacting more democratically with students, and provides teacher training for conducting guided classroom activities (Keats, 1974).

Goal 2 for Session Two: To inform the Advisory Committee members of the mission and philosophy of the school and its relationship to the mission and philosophy of the counseling program.

This should be discussed by the administrative staff and the counseling staff.

Figure 2.5. Continued.

Goal 3 for Session Two: To provide for an overview of the various stages of planning, implementation, and evaluation work of the advisory committee.

Emphasis should be placed on long term improvement of the total program through the assessment of needs, establishment of goals, implementation of program activities, and evaluation. The continuous evolutionary nature of the planning/implementation/evaluation/revision cycle should be emphasized.

SESSION THREE

Goal: To organize the advisory committee.

Decisions about the need for subcommittees, chairpersons, meeting dates and frequency of meetings, lines of communication, and support resources are made. Time lines are established and explicit task assignments are made with assigned responsibilities for tasks such as telephone contact and record keeping. The counseling staff may serve as resource persons and ad hoc members of various subcommittees or they may choose to serve as appointed/elected chairpersons. An agenda which shows the date, time, and place should be mailed to each committee member and various media contacts one week prior to each scheduled meeting.

Once the Advisory Committee begins its work, the counseling staff will want to maintain telephone contact with committee chairpersons, monitor progress toward completion of subcommittee tasks, and provide any information needed by subcommittees.

As members of the advisory committee become informed about the counseling program and communicate their knowledge to other members of the various consumer groups, a strong base of support is created and maintained. The best public relations efforts are those that occur on a person to person level.

CHAPTER III

PUTTING THE PLAN TOGETHER

This chapter presents the first three components of a comprehensive plan—philosophy, rationale, and needs assessment. Each component is discussed, recommendations are made, and examples are provided.

PROGRAM PHILOSOPHY

The development of a statement of philosophy precedes any further program development—it is the cornerstone upon which the total counseling program is built. A strong, clear statement of philosophy, compatible with the school philosophy, forms the foundation of any coherent programmatic effort. The Advisory Committee should direct its first efforts toward developing a philosophical position statement which reflects assumptions and beliefs most appropriate for its planning efforts.

In order to be effective, the counseling program philosophy must agree with the local school district philosophy and reflect values and beliefs of the staff and community. The counseling program also must contribute to the instructional program of the school. The statement of philosophy will provide the base from which this contribution will grow.

Certain philosophical viewpoints are commonly held among educators within a democratic society. Additional philosophical views are generally accepted among counseling professionals. The counseling program has a value base for assisting students with issues, pressures, decisions, celebrations, and conflicts related to the normal process of human development—all individuals have an inherent right to ample opportunity for the development of their fullest potential. Therefore, the school/community has an obligation to assist individuals in that development.

To reach a clear statement of philosophy, consistent with the school philosophy and the basic tenants of the counseling profession, the Advisory Committee must take the necessary time to discuss and explore the range of values, beliefs, and world views held by the community that the committee represents. Sample statements of philosophy are

provided in Figures 3.1 and 3.2 to illustrate how the school philosophy (Figure 3.1) and the counseling philosophy (Figure 3.2) are related.

Figure 3.1. Sample statements of a school district philosophy.

Ideal School District School Philosophy

Education is the process by which one acquires the knowledge and skills to function successfully in one's own society. This encompasses the arts, physical skills, social interactions, and knowledge to pursue personal interests for a rich, full life.

Each child has a unique individual worth, therefore, a successful program should attempt to assure the acceptance of each child as he or she is and see that experiences are provided to help him or her develop socially, emotionally, physically, and intellectually. Education should help the child to learn who he or she is, what he or she is, and what he or she can do individually and in a group.

The real purpose of education in the Ideal School District is the improvement of the knowledge, skills, and attitudes of each individual according to his or her developmental ability. One of the fundamental rights of an individual is the right of equal access to educational opportunity, regardless of race, creed, or socio-economic status.

An individual must be prepared to enter the next phase of life and be able to readily adapt to an ever changing society.

Figure 3.2. Sample statements of a counseling program philosophy.

Ideal School District Counseling Program Philosophy

1. Each student is affected by physical, social, emotional, intellectual, environmental, and behavioral factors. These factors are constantly at play within the milieu of the school and community. The milieu of the school and community is created by the people who play, work, engage in social activities with each other, and participate as parents, children, and relatives within families. The community's "quality of life" is affected by the nature and effectiveness of families, schools, recreation programs, health services, religions, and other social institutions available to each individual throughout his or her life.

2. Human life seeks to enhance it's own existence. Therefore, each student is motivated by positive growth forces which push toward the enhancement of life and learning. At this most fundamental level, all children and adolescents are viewed as positively motivated

Figure 3.2. Continued.

toward attaining the best growth, learning, and achievement possible. Within the parameters established by the social milieu of the school and community, each young person must find the nurturance to grow, the opportunities to learn, the values to live by, and adult models to follow in all of these.

3. Students are fundamentally social, therefore, they must develop basic social skills which are acceptable within their own families and community. This process of learning provides ample opportunity for each student to feel valued, to feel important, and to belong. All students must have many opportunities to develop skills in understanding themselves and others as well as formal assistance in developing effective interpersonal communication skills—skills which form the basis for accurate and appropriate social involvement and healthy disclosure of self in intimate relationships.

4. Students respond best when expectations are defined and communicated in an atmosphere of mutual respect and openness. Therefore, the assumption is that all staff members have the very same needs and also function best in a similiar atmosphere which offers the very same opportunities to adults as is offered to the youth within the school.

PROGRAM RATIONALE

The section on rationale states societally-based reasons for including counseling services in schools. Each district has its own reasons for having a school counseling program and should specifically state the local situations which call for assistance to students.

Rural communities sometimes are concerned about the disappearance of their community and may have a need to inform graduating seniors of the opportunities for employment and education which are available. Inner city communities may have housing, family disruption, and high levels of minority unemployment issues which create special challenges for the school counselor. A largely migrant population may present opportunities for the counseling staff which may not exist in more stable suburban residential areas. A high concentration of affluent transient young executive parents may present its own special set of circumstances which require accomodations by the counseling staff. Each district will have its own characteristic themes which make it unique and which suggest the special reasons for its own counseling programming and staffing.

In summary, any rationale for an effective counseling program must include the notion that counseling services are an integral part

of the educational process. The rationale should emphasize coordination with and contribution to the curricular program of the school and have a wide base of community support. A sample rationale statement is provided in Figure 3.3 to illustrate a counseling program rationale. Statements in Figures 3.2 and 3.3 may be compared to more clearly distinguish differences between the philosophy and the rationale.

Figure 3.3. Sample statements of a counseling program rationale.

Ideal School District Counseling Program Rational

Our youth have many difficult choices to make in today's complex society. Changes in various social structures, including the home, have resulted in greater demand for assistance in patterns of individual development and the attainment of basic skills. Intellectual, physical and social growth patterns differ widely among individuals. Concern for the social and emotional growth of children is as much a part of the educational process as is their cognitive development. Helping students learn about themselves and their relationships with other people has become an important priority in many communities. By helping students learn skills needed to relate effectively to themselves and others, a more positive and productive community climate may be created. In addition, helping students learn skills needed for evaluation of opportunities and acceptance of responsibility for their own behavior can build a more stable society and perpetuate the democratic way of life.

Awareness of the variety and scope of changes, choices, and opportunities available today, plus the fact that most experts predict a more rapid pace for future changes, appears to make it even more important that schools and communities provide every possible assistance to today's youth as they prepare for a future which is largely unknown. Providing a comprehensive developmental counseling program aimed at developing full human capabilities seems to provide one means of preparing today's youth for tomorrow.

NEEDS ASSESSMENT

Needs assessment should be conducted following the Advisory Committee's agreement on the philosophy and rationale. We recommend that the advisory committee survey persons from the following groups: students, parents, teachers, administrators, and other community groups such as employers, and business and government leaders.

The Advisory Committee will want to review various formats for conducting the needs assessment. The best procedure is to utilize methods which primarily provide quantitative proof of needs rather than methods which rely upon subjective reasoning. Careful attention

should be given to comprehensiveness and brevity in developing a needs assessment instrument. A needs assessment survey is comphrensive when it includes items related to the social, personal, educational, and career areas of concern to students, parents, and school staff.

The decision to conduct a paper and pencil survey is usually made in order to obtain the largest practical sampling and to build a data base of information. The particular items to be used are usually selected in the first planning year. The Advisory Committee should develop appropriate methods for publicity, distribution, return, and tabulation.

Format

The following needs assessment instruments may serve as examples. Figures 3.4* through 3.14 are for paper and pencil type surveys and Figure 3.15 is an example of an interview type instrument. We suggest that surveys be constructed that address needs which are specific to each individual school and community. We recommend that each survey include a cover letter which explains the purpose of the survey and instructions for returning the completed survey to the school. It will be noted that items are parallel across populations and levels while the items in each survey are written at a reading level which is appropriate for the specific age group. Figures 3.4 through 3.6, Figures 3.7 through 3.9, and Figures 3.10 through 3.14 are provided to illustrate that point.

Advantages of Parallel Construction

The advantages of the format utilized in the examples include: (1) they are easily administered to students by classroom teachers in a short length of time; (2) all populations can express their needs in an honest, nonthreatening manner; (3) parent and teacher/administrator surveys correspond to student surveys, at all grade levels; (4) they provide for congruence across populations in the ranking of needs, and (5) the scoring is neither complicated nor time consuming.

Scoring

The surveys are scored by adding the numbers circled for each statement from all surveys. Statements receiving the highest total number are the top priority needs. The kindegarten through third-grade surveys are scored by tabulating the number of responses marked "YES" and the number marked "NO." Statements marked "YES" the most frequently become the highest priority needs.

***NOTE:** Items for the sample needs assessment surveys were adapted from Hamilton and Henley (1988), "Needs Assessment Item Bank," Appendix C, in *The Kansas Guidance Program Evaluation Guide Resource Packet.*

Figure 3.4. Sample of a needs assessment survey for grades 10, 11, and 12 students.

IDEAL SENIOR HIGH SCHOOL

Counseling Program Needs Assessment Survey
Grades Ten, Eleven, and Twelve
Student Survey

The counseling and administrative staff and the Counseling Program Advisory Committee of the Ideal School District need your help in identifying, what you believe to be, the needs of students, parents, school personnel, and the community which can be served by school counselors and the counseling program. The following survey will be of great value in helping us identify needs as well as indicate those areas with which you are satisfied.

Instructions: Please respond to all information on the top of the survey instrument and then follow the directions listed above the survey. When you have completed all items, your teacher will collect the surveys and return them to the Counseling Center.

Figure 3.4. Continued.

IDEAL SENIOR HIGH SCHOOL NEEDS SURVEY
GRADES 10 - 12
Students

Circle your grade level: 10 11 12

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

PERSONAL DOMAIN

	Almost Always	Usually	Some-times	Almost Never
1. I need to learn to experience self-awareness and self-acceptance	4	3	2	1
2. I need to understand myself and my actions	4	3	2	1
3. I need to be aware of my strengths and weaknesses	4	3	2	1
4. I need to be more honest with others about how I really feel	4	3	2	1
5. I need to learn to deal with my feelings in effective ways	4	3	2	1
6. I need to learn to deal with death & dying	4	3	2	1
7. I need to learn to deal with parental divorce	4	3	2	1
8. I need to be educated about drugs and alcohol and their effects on my life	4	3	2	1

SOCIAL DOMAIN

9. I need to learn to share my needs, ideas and feelings with others	4	3	2	1
10. I need to learn to stand up for myself in a group	4	3	2	1

Figure 3.4. Continued.

	Almost Always	Usually	Some-times	Almost Never
11. I need to learn to be more tolerant of people whose views, appearance, or actions differ from my own	4	3	2	1
12. I need to learn about love, marriage, and family living	4	3	2	1
13. I need to learn how to get along better with members of my family	4	3	2	1
14. I need to learn how to help my parents accept my friends	4	3	2	1
15. I need to become more aware of my responsibilities at home	4	3	2	1
16. I need to learn to work with counselors and administrators	4	3	2	1
EDUCATIONAL DOMAIN				
17. I need to become aware of available counseling services	4	3	2	1
18. I need information about graduation requirements	4	3	2	1
19. I need to improve my study skills and habits	4	3	2	1
20. I need to develop test-taking skills	4	3	2	1
21. I need to improve my ability to concentrate	4	3	2	1
22. I need help in understanding my standardized test scores	4	3	2	1
23. I need to learn how to apply school learning to the non-school environment	4	3	2	1
24. I need information about educational alternatives after high school	4	3	2	1

Figure 3.4. Continued.

CAREER DOMAIN

	Almost Always	Usually	Some-times	Almost Never
25. I need to explore my interests, abilities, and aptitudes	4	3	2	1
26. I need information about training, skills required, and the future of certain occupations	4	3	2	1
27. I need information about the job market	4	3	2	1
28. I need to know how to pursue a definite career plan	4	3	2	1
29. I need help in selecting my career goals	4	3	2	1
30. I need to learn how to identify the requirements for my career choices	4	3	2	1
31. I need the opportunity for on-the-job experience in my career interest area	4	3	2	1
32. I need to understand the effect work has on my life	4	3	2	1

Figure 3.5. Sample of a needs assessment survey for parents of senior high school students.

IDEAL SENIOR HIGH SCHOOL
Counseling Program Needs Assessment Survey
Parent Survey

The counseling and administrative staff and the counseling program advisory committee of the Ideal School District need your help in identifying, what you believe to be, the needs of students, parents, school personnel, and the community which can be served by the school counselors and the counseling program. The following survey will be of great value in helping us identify needs as well as indicate those areas with which you are satisfied.

If you have any questions, call the Counseling Center (Tel 555-0000). You may mail your completed survey to the school, deliver it if you plan to be visiting the school, or send it with your child. Please return your completed survey within five days. Thank you for your time and interest.

Figure 3.5. Continued.

IDEAL SENIOR HIGH SCHOOL NEEDS SURVEY
PARENTS

Circle the grade level of your child: 10 11 12

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Some-times	Almost Never
1. My child needs to learn to experience self-awareness and self-acceptance	4	3	2	1
2. My child needs to understand him or herself and his or her actions	4	3	2	1
3. My child needs to be aware of his or her strengths and weaknesses	4	3	2	1
4. My child needs to be more honest with others about how he or she really feels	4	3	2	1
5. My child needs to learn to deal with his or her feelings in effective ways	4	3	2	1
6. My child needs to learn to deal with death and dying	4	3	2	1
7. My child needs to learn to deal with parental divorce	4	3	2	1
8. My child needs to be educated about drugs and alcohol and their effects on life	4	3	2	1
9. My child needs to learn to share his or her needs, ideas, and feelings with others	4	3	2	1
10. My child needs to learn to stand up for him or herself in a group	4	3	2	1
11. My child needs to learn to be more tolerant of people whose views, appearance, or actions differ from his or her own	4	3	2	1

Figure 3.5. Continued.

	Almost Always	Usually	Some-times	Almost Never
12. My child needs to learn about love, marriage, and family living	4	3	2	1
13. My child needs to learn how to get along better with members of his or her family	4	3	2	1
14. My child needs to learn how to help us to accept his or her friends	4	3	2	1
15. My child needs to become more aware of his or her responsibilities at home	4	3	2	1
16. My child needs to learn to work with the counselor and administrators	4	3	2	1
17. My child needs to become aware of available counseling services	4	3	2	1
18. My child needs information about graduation requirements	4	3	2	1
19. My child needs to improve his or her study skills and habits	4	3	2	1
20. My child needs to develop test-taking skills	4	3	2	1
21. My child needs to improve his or her ability to concentrate	4	3	2	1
22. My child needs help in understanding his or her standardized test scores	4	3	2	1
23. My child needs to learn how to apply school learning to the non-school environment	4	3	2	1
24. My child needs information about educational alternatives after high school	4	3	2	1
25. My child needs to explore his or her interests, abilities and aptitudes	4	3	2	1

Figure 3.5. Continued.

	Almost Always	Usually	Some-times	Almost Never
26. My child needs information about training, skills required, and the future of certain occupations	4	3	2	1
27. My child needs information about the job market	4	3	2	1
28. My child needs to know how to pursue a definite career plan	4	3	2	1
29. My child needs help in selecting his or her career goals	4	3	2	1
30. My child needs to learn how to identify the requirements for his or her career choices	4	3	2	1
31. My child needs the opportunity for on-the-job experience in his or her career interest area	4	3	2	1
32. My child needs to understand the effect work has on his or her life	4	3	2	1
33. I need to know what my child's standardized test scores mean	4	3	2	1
34. I need to know more about the counseling program and what services the counselor can provide me as a parent	4	3	2	1
35. I need more information regarding educational opportunities for my child	4	3	2	1
36. I need to learn more effective parenting skills	4	3	2	1
37. I need to visit the counselor concerning my child's needs	4	3	2	1
38. I need to develop a better relationship with my child's teachers	4	3	2	1
39. I need information on how to apply for financial aid for my child's college education	4	3	2	1
40. I need information regarding job opportunities for my child	4	3	2	1

Figure 3.6. Sample of a needs assessment survey for teachers and administrators in senior high schools.

IDEAL SENIOR HIGH SCHOOL
Counseling Program Needs Assessment Survey
Teachers/Administrators Survey

The counseling and administrative staff and the Counseling Program Advisory Committee of the Ideal School District need your help in identifying, what you believe to be, the needs of students, parents, school personnel, and the community which can be served by the school counselors and the counseling program. The following survey will be of great value in helping us identify needs as well as indicate those areas with which you are satisfied.

If you have any questions, see the counselor. When you have completed the survey, return it to the Counseling Center. Please return your completed survey within five days. Thank you for your time and interest.

Figure 3.6. Continued.

IDEAL SENIOR HIGH SCHOOL NEEDS SURVEY
Teachers/Administrators

Circle the grade level(s) you teach or supervise: 10 11 12

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Some-times	Almost Never
1. Students need to learn to experience self-awareness and self-acceptance	4	3	2	1
2. Students need to understand themselves and their actions	4	3	2	1
3. Students need to be aware of their strengths and weaknesses	4	3	2	1
4. Students need to be more honest with others about how they really feel	4	3	2	1
5. Students need to learn to deal with their feelings in effective ways	4	3	2	1
6. Students need to learn to deal with death and dying	4	3	2	1
7. Students need to learn to deal with parental divorce	4	3	2	1
8. Students need to be educated about drugs and alcohol and their effects on life	4	3	2	1
9. Students need to learn to share their needs, ideas, and feelings with others	4	3	2	1
10. Students need to learn to stand up for themselves in a group	4	3	2	1
11. Students need to learn to be more tolerant of people whose views, appearance, or actions differ from their own	4	3	2	1

Figure 3.6. Continued.

	Almost Always	Usually	Some-times	Almost Never
12. Students need to learn about love, marriage and family living	4	3	2	1
13. Students need to learn how to get along better with members of their family	4	3	2	1
14. Students need to learn how to help their parents accept their friends	4	3	2	1
15. Students need to become more aware of their responsibilities at home	4	3	2	1
16. Students need to learn to work with the counselors and administrators	4	3	2	1
17. Students need to become aware of available counseling services	4	3	2	1
18. Students need information about graduation requirements	4	3	2	1
19. Students need to improve their study skills and habits	4	3	2	1
20. Students need to develop test-taking skills	4	3	2	1
21. Students need to improve their ability to concentrate	4	3	2	1
22. Students need help in understanding their standardized test scores	4	3	2	1
23. Students need to learn how to apply school learning to the non-school environment	4	3	2	1
24. Students need information about educational alternatives after high school	4	3	2	1
25. Students need to explore their interests, abilities, and aptitudes	4	3	2	1
26. Students need information about training, skills required, and the future of certain occupations	4	3	2	1

Figure 3.6. Continued.

	Almost Always	Usually	Some-times	Almost Never
27. Students need information about the job market	4	3	2	1
28. Students need to know how to pursue a definite career plan	4	3	2	1
29. Students need help in selecting their career goals	4	3	2	1
30. Students need to learn how to identify the requirements for their career choices	4	3	2	1
31. Students need the opportunity for on-the-job experience in their career interest area	4	3	2	1
32. Students need to understand the effect work has on life	4	3	2	1
33. I need to know more about reviewing and interpreting student records	4	3	2	1
34. I need to know more about referring students to the counselor	4	3	2	1
35. I need to know more about making student referrals for special education classes	4	3	2	1
36. I need to know more about curriculum development and how to be more involved in this process	4	3	2	1
37. I need to know how to meet the needs of all my students	4	3	2	1
38. I need to know how to communicate more openly with students	4	3	2	1
39. I need help in communicating with parents more effectively	4	3	2	1
40. I need to develop a better relationship with the counselor	4	3	2	1
41. I need more information on college and vocational opportunities for my students	4	3	2	1
42. I think the school needs to provide more opportunities for staff development via in-service workshops	4	3	2	1

Figure 3.7. Sample of a needs assessment survey for grades 7, 8, and 9 students.

IDEAL JUNIOR HIGH SCHOOL
Counseling Program Needs Assessment Survey
Grades Seven, Eight, and Nine
Student Survey

Explanation of Survey: The counseling staff and the Counseling Program Advisory Committee of the Ideal School District need your help in identifying what you believe to be the needs of students in our school. Your responses on this survey will be of great value in helping develop a counseling program which may more effectively meet your needs as a student.

Instructions: Circle your grade level and then after reading each statement circle the number which corresponds most closely to your need. Respond to each statement honestly—no one will have access to your responses. When everyone has completed the survey, your teacher will collect the surveys and send them to the Counseling Center.

Figure 3.7. Continued.

IDEAL SCHOOL NEEDS SURVEY
Grades 7 - 9
Student Survey

Circle your grade level: 7 8 9

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Some-times	Almost Never
1. I need to understand how feelings affect my behavior	4	3	2	1
2. I need to learn how to express my feelings more honestly	4	3	2	1
3. I need to understand death	4	3	2	1
4. I need to understand separation and divorce	4	3	2	1
5. I need to better understand the effects of alcohol and drugs	4	3	2	1
6. I need to be responsible for my actions	4	3	2	1
7. I need to stand up for myself in a group instead of being just a follower all the time	4	3	2	1
8. I need to be more tolerant of people whose views differ from mine	4	3	2	1
9. I need to know how to get along better with members of the opposite sex	4	3	2	1
10. I need help in better understanding adults	4	3	2	1
11. I need to understand better what my parents expect of me	4	3	2	1
12. I need to talk more with the counselor	4	3	2	1
13. I need to become more fully aware of the services available through the counseling program	4	3	2	1

Figure 3.7. Continued.

	Almost Always	Usually	Some-times	Almost Never
14. I need to improve my study skills	4	3	2	1
15. I need to learn how the things I study in school will be useful outside of school	4	3	2	1
16. I need to know which courses are required and which are electives	4	3	2	1
17. I need to learn how to take tests	4	3	2	1
18. I need to know more about my ability to do school work	4	3	2	1
19. I need to know more about what workers must learn to do for jobs I might like	4	3	2	1
20. I need to make plans for developing abilities needed in my career interest areas	4	3	2	1
21. I need to understand more about the effect work will have on my life	4	3	2	1
22. I need to know how to find out what jobs are available to me locally	4	3	2	1
23. I need to know how to apply for a job	4	3	2	1
24. I need to know what to do and say in a job interview	4	3	2	1

Figure 3.8. Sample of a needs assessment survey for parents of junior high school students.

IDEAL JUNIOR HIGH SCHOOL
Counseling Program Needs Assessment Survey
Parent Survey

Explanation of Survey: The counseling staff and the Counseling Program Advisory Committee of the Ideal School District requests your assistance in identifying the needs of students, parents, teachers/administrators, and the community in our school district. With your help, the counseling staff can serve identified priority needs more effectively.

Instructions: After completing the requested information at the top of the survey, read each statement carefully and then circle the number which you believe most closely corresponds to the need. When you have completed the survey, return it to the Counseling Center. You may deliver it personally, mail it, or send it to school with your child. Please respond to this survey within a week. Thank you for your interest and assistance.

Figure 3.8. Continued.

IDEAL JUNIOR HIGH SCHOOL NEEDS SURVEY
Parent Survey

Circle the grade level of your child: 7 8 9

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Some-times	Almost Never
1. My child needs to learn how feelings affect his or her behavior	4	3	2	1
2. My child needs to learn to express his or her feelings honestly	4	3	2	1
3. My child needs to learn how to deal with death and dying	4	3	2	1
4. My child needs to learn how to deal with parental divorce	4	3	2	1
5. My child needs to be educated about drugs and alcohol and their effects	4	3	2	1
6. My child needs to develop a sense of responsibility	4	3	2	1
7. My child needs to become aware of personal expectations and attitudes of social groups and situations	4	3	2	1
8. My child needs to learn to be more tolerant and accepting of people who are different	4	3	2	1
9. My child needs to learn how to be friends with members of the opposite sex	4	3	2	1
10. My child needs to learn to communicate with adults	4	3	2	1
11. My child needs to be more aware of parental expectations	4	3	2	1

Figure 3.8. Continued.

	Almost Always	Usually	Some-times	Almost Never
12. My child needs to work with the counselor	4	3	2	1
13. My child needs to learn more about available counseling services	4	3	2	1
14. My child needs to improve his or her study habits	4	3	2	1
15. My child needs to learn how school learning applies to the nonschool environment	4	3	2	1
16. My child needs information about required and elective courses	4	3	2	1
17. My child needs to learn how to take tests	4	3	2	1
18. My child needs to know what his or her academic abilities are	4	3	2	1
19. My child needs to learn how to identify requirements for career choices and to prepare for career goals	4	3	2	1
20. My child needs to understand his or her interests, abilities, and aptitudes	4	3	2	1
21. My child needs to understand the effect work has on one's life	4	3	2	1
22. My child needs information about jobs in the community	4	3	2	1
23. My child needs to know how to apply for a job	4	3	2	1
24. My child needs to know what to say and do during a job interview	4	3	2	1
25. I need to know more about the counseling program	4	3	2	1
26. I need more information regarding educational opportunities for my child	4	3	2	1

Figure 3.8. Continued.

	Almost Always	Usually	Some-times	Almost Never
27. I need information about the special education program	4	3	2	1
28. I need to learn more effective parenting skills	4	3	2	1
29. I need to visit with the counselor concerning my child's needs	4	3	2	1
30. I need to develop a better relationship with my child's teachers	4	3	2	1

Figure 3.9. Sample of a needs assessment survey for teachers and administrators in junior high schools.

IDEAL JUNIOR HIGH SCHOOL
Counseling Program Needs Assessment Survey
Teacher/Administrator Survey

Explanation of Survey: The counseling staff and the Counseling Program Advisory Committee of the Ideal School District requests your assistance in identifying the needs of students, parents, teachers/administrators, and the community in our school district. With your help, the counseling staff can serve identified priority needs more effectively.

Instructions: After completing the requested information at the top of the survey, read each statement carefully and then circle the number which you believe most closely corresponds to the need. When you have completed the survey, return it to the Counseling Center. Please respond to this survey within a week. Thank you for your interest and assistance.

Figure 3.9. Continued.

IDEAL JUNIOR HIGH SCHOOL NEEDS SURVEY
Teachers/Administrators

Circle the grade level(s) you teach or supervise: 7 8 9

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Some-times	Almost Never
1. Students need to understand themselves and their actions	4	3	2	1
2. Students need help in gaining awareness of their feelings about self	4	3	2	1
3. Students need to know how to deal with death and dying	4	3	2	1
4. Students need to learn how to deal with parental divorce	4	3	2	1
5. Students need to know about the dangers of drugs and alcohol	4	3	2	1
6. Students need to learn to take responsibility for their actions	4	3	2	1
7. Students need to learn to make their own decisions rather than follow the group	4	3	2	1
8. Students need to be more tolerant of people whose views, appearances, or actions differ from their own	4	3	2	1
9. Students need to learn how to establish friendships with members of the opposite sex	4	3	2	1
10. Students need to learn to communicate more effectively with adults	4	3	2	1
11. Students need to be aware of parental expectations	4	3	2	1

Figure 3.9. Continued.

	Almost Always	Usually	Some-times	Almost Never
12. Students need to spend more time with the counselor	4	3	2	1
13. Students need to learn more about services offered by the counselor	4	3	2	1
14. Students need help in learning study skills	4	3	2	1
15. Students need to learn more about the importance of success in school	4	3	2	1
16. Students need to learn more about course requirements	4	3	2	1
17. Students need to learn how to take tests	4	3	2	1
18. Students need to be more aware of their academic abilities	4	3	2	1
19. Students need to learn about necessary training and skills for various jobs	4	3	2	1
20. Students need to explore their interests, abilities, and aptitudes	4	3	2	1
21. Students need to understand the effect work has on life	4	3	2	1
22. Students need to know about jobs that are available to them	4	3	2	1
23. Students need to know how to apply for a job	4	3	2	1
24. Students need to know what to say and do in a job interview	4	3	2	1
25. I need to know more about reviewing and interpreting student records	4	3	2	1
26. I need to know more about referring students to the counselor	4	3	2	1
27. I need to know more about making student referrals for special education classes	4	3	2	1

Figure 3.9. Continued.

	Almost Always	Usually	Some-times	Almost Never
28. I need to know more about curriculum development and how to be more involved in this process	4	3	2	1
29. I need help in communicating with parents more effectively	4	3	2	1
30. I think the school needs to provide more opportunities for staff development via in-service workshops	4	3	2	1

Figure 3.10. Sample of a needs assessment survey for grades 4, 5, and 6 students.

IDEAL ELEMENTARY SCHOOL
Counseling Program Needs Assessment Survey
Grades Four, Five, and Six
Student Survey

Explanation of Survey: The counseling staff and the Counseling Program Advisory Committee of the Ideal School District need your help in identifying what you believe to be the needs of students in our school. Your responses on this survey will be of great value in helping develop a counseling program which may more effectively meet your needs as a student.

Instructions: Circle your grade level and then after reading each statement carefully circle the number which corresponds most closely to your need. Respond to each statement honestly—no one will have access to your responses. When everyone has completed the survey, your teacher will collect them and send them to the Counseling Center.

Figure 3.10. Continued.

IDEAL ELEMENTARY SCHOOL NEEDS SURVEYS
Grades 4 - 6
Student Survey

Circle your grade level: 4 5 6

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Some-times	Almost Never
1. I need to learn how to feel better about myself	4	3	2	1
2. I need to understand myself better	4	3	2	1
3. I need to learn how to tell others how I feel	4	3	2	1
4. I need to better understand the effects of alcohol and drugs	4	3	2	1
5. I need to understand death	4	3	2	1
6. I need to understand separation and divorce	4	3	2	1
7. I need to know more about the needs and feelings of others	4	3	2	1
8. I need to know how others see and feel about me	4	3	2	1
9. I need to understand better what my parents expect of me	4	3	2	1
10. I need help in getting along better with members of my family	4	3	2	1
11. I need help in participating in social groups that are satisfying to me	4	3	2	1
12. I need to become aware of different kinds of social groups	4	3	2	1
13. I need to know more about school policies and rules	4	3	2	1

Figure 3.10. Continued.

	Almost Always	Usually	Some-times	Almost Never
14. I need to understand how I am progressing in each class and how I can improve my work	4	3	2	1
15. I need to know how to study better	4	3	2	1
16. I need to become more aware of the services available through the counseling program	4	3	2	1
17. I need to do more work at school and at home	4	3	2	1
18. I need to know more about possible careers and the world of work	4	3	2	1
19. I need to know what I must do to prepare for work I want to do in the future	4	3	2	1
20. I need to learn more about the difference between work time and free time	4	3	2	1

Figure 3.11. Sample of a needs assessment survey for grades 2 and 3 students.

IDEAL ELEMENTARY SCHOOL
Counseling Program Needs Assessment Survey
Grades Second and Third
Student Survey

Explanation of the Survey (read by the teacher to the students): Today we will be completing a survey that will help the counselors design a program which will more effectively meet your needs as a student.

Instructions (read by the teacher): Do not write your name on the survey. As I read each statement, circle either "YES" or "NO" depending upon what you think or how you feel about each statement. If you do not understand a statement, raise your hand and I will explain what the statement means. Respond to each statement according to how you think or feel, not how you believe others would want you to respond.

When we have completed the survey, I will collect the surveys and take them to the Counseling Center.

Figure 3.11. Continued.

IDEAL ELEMENTARY SCHOOL NEEDS SURVEY
Grades 2 - 3
Student Survey

Circle your grade: 2 3

Instructions: Listen to each statement and then circle either "YES" or "NO."

1. I need to learn how to feel good about myself	YES	NO
2. I need to understand myself and the things I do	YES	NO
3. I need to learn how to tell others how I feel	YES	NO
4. I want to learn about alcohol and drugs	YES	NO
5. I need to know what to do if someone I love dies	YES	NO
6. I need to learn about divorce	YES	NO
7. I think kids need to learn to be nicer to others	YES	NO
8. I would like to get along better with others my age	YES	NO
9. I want to get along better with my parents	YES	NO
10. I want to get along better with my brothers and sisters	YES	NO
11. I need to learn how to make friends	YES	NO
12. I want to learn how to share with others	YES	NO
13. I need to know more about school rules	YES	NO
14. I need to know what my grades mean	YES	NO

Figure 3.11. Continued.

15. I want to learn to read faster	YES	NO
16. I want to learn how my school counselor can help me	YES	NO
17. I need to learn how to be a helper at school and at home	YES	NO
18. I want to learn about the different jobs in our community	YES	NO
19. I need to find out why people work	YES	NO
20. I think kids need to learn more about hobbies, games, and fun activities	YES	NO

Figure 3.12. Sample of a needs assessment survey for grades K and 1 students.

IDEAL ELEMENTARY SCHOOL
Counseling Program Needs Assessment Survey
Grades Kindergarten and First
Student Survey

Explanation of the Survey (read by the teacher to the students): Today we will be completing a survey that will help the counselors design a program which will more effectively meet your needs as a student.

Instructions (read by the teacher): Do not write your name on the survey. As I read each statement, circle either "YES" or "NO" depending upon what you think or how you feel about each statement. If you do not understand a statement, raise your hand and I will explain what the statement means. Respond to each statement according to how you think or feel, not how you believe others would want you to respond.

When we have completed the survey, I will collect the surveys and take them to the Counseling Center.

Figure 3.12. Continued.

IDEAL ELEMENTARY SCHOOL NEEDS SURVEY
Grades K - 1
Student Survey

Circle Your Grade: K 1

Instructions: Listen to each statement and then circle "YES" or "NO"

1. I need to learn to feel good about myself	YES	NO
2. I need to understand why I do things	YES	NO
3. I need to learn how to tell others when I am sad	YES	NO
4. I want to learn about drugs and alcohol	YES	NO
5. I want to learn about what to do if someone I love dies	YES	NO
6. I want to learn what to do if my mom or dad moves away from home	YES	NO
7. Kids in my class need to learn how to be nice to each other	YES	NO
8. I need to learn how to get along with the kids in my class	YES	NO
9. I want to learn how to get along better with my mom and dad	YES	NO
10. I need to learn how to get along better with my brothers and sisters	YES	NO
11. I need to learn how to make friends	YES	NO
12. I need to learn to share my toys with other kids	YES	NO
13. I need to learn to understand classroom rules	YES	NO
14. I want to know what my grades mean	YES	NO

Figure 3.12. Continued.

15. I need to learn to be a better reader	YES	NO
16. I would like to know the school counselor	YES	NO
17. I need to learn to be a helper at school and at home	YES	NO
18. I want to know what my parents do at work	YES	NO
19. I need to know why people work	YES	NO
20. I want to know how to play more games	YES	NO

Figure 3.13. Sample of a needs assessment survey for parents of elementary school students.

IDEAL ELEMENTARY SCHOOL
Counseling Program Needs Assessment Survey
Parent Survey

Explanation of Survey: The counseling staff and the Counseling Program Advisory Committee of the Ideal School District requests your assistance in identifying the needs of students, parents, teachers/administrators, and the community in our school district. With your help, the counseling staff may serve addressed priority needs more effectively.

Instructions: After completing the requested information at the top of the survey, read each statement carefully and then circle the number which you believe most closely corresponds to the need. When you have completed the survey, please return it to the Counseling Center. You may deliver it personally, mail it, or send it to school with your child. Please respond to this survey within a week. Thank you for your interest and assistance.

Figure 3.13. Continued.

IDEAL ELEMENTARY SCHOOL NEEDS SURVEY
Parent Survey

Circle the grade level of your child: K 1 2 3 4 5 6

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Some-times	Almost Never
1. My child needs to develop self-awareness and self-acceptance	4	3	2	1
2. My child needs to understand him or herself	4	3	2	1
3. My child needs to learn to share his or her feelings with others	4	3	2	1
4. My child needs to be educated about drugs and alcohol and their effects	4	3	2	1
5. My child needs to learn how to deal with death and dying	4	3	2	1
6. My child needs to learn how to deal with parental divorce	4	3	2	1
7. Children need to learn how to be more accepting and kinder to others	4	3	2	1
8. My child needs to learn to communicate with peers	4	3	2	1
9. My child needs to be more aware of parent expectations	4	3	2	1
10. My child needs to learn to get along better with family members	4	3	2	1
11. My child needs to learn how to make and keep friends	4	3	2	1
12. My child needs to learn to share with others	4	3	2	1

Figure 3.13. Continued.

	Almost Always	Usually	Some-times	Almost Never
13. My child needs more information about school policies and rules	4	3	2	1
14. My child needs to learn how school learning applies to the nonschool environment	4	3	2	1
15. My child needs to improve his or her study habits	4	3	2	1
16. My child needs to learn more about available counseling services	4	3	2	1
17. My child needs to learn to help more at home	4	3	2	1
18. My child needs to learn about various jobs in the community	4	3	2	1
19. My child needs to understand the effect work has on one's life	4	3	2	1
20. My child needs to learn about leisure activities	4	3	2	1
21. I need to know more about the counseling program	4	3	2	1
22. I need more information regarding educational opportunities for my child	4	3	2	1
23. I need to learn more effective parenting skills	4	3	2	1
24. I need to visit with the counselor concerning my child's needs	4	3	2	1
25. I need to develop a better relationship with my child's teachers	4	3	2	1

Figure 3.14. Sample of a needs assessment survey for teachers and administrators of elementary schools.

IDEAL ELEMENTARY SCHOOL
Counseling Program Needs Assessment Survey
Teacher/Administrator Survey

Explanation of Survey: The counseling staff and the Counseling Program Advisory Committee of the Ideal School District requests your assistance in identifying the needs of students, parents, teachers/administrators, and the community in our school district. With your help, the counseling staff may serve addressed priority needs more effectively.

Instructions: After completing the requested information at the top of the survey, read each statement carefully and then circle the number which you believe most closely corresponds to the need. When you have completed the survey, return it to the Counseling Center. Please respond to this survey within five days. Thank you for your interest and assistance.

Figure 3.14. Continued.

IDEAL ELEMENTARY SCHOOL NEEDS SURVEY
Teachers/Administrators

Circle the grade level(s) you teach or supervise: K 1 2 3 4 5 6

Instructions: Circle the number which you feel best fits the level of need for each of the following statements.

	Almost Always	Usually	Some-times	Almost Never
1. Students need help in gaining awareness of their feelings about self	4	3	2	1
2. Students need help in understanding themselves and others	4	3	2	1
3. Students need to learn to deal with their feelings	4	3	2	1
4. Students need to know about the dangers of drugs and alcohol	4	3	2	1
5. Students need to know how to deal with death and dying	4	3	2	1
6. Students need to learn how to deal with parental divorce	4	3	2	1
7. Students need to learn to be more accepting and kinder to their peers	4	3	2	1
8. Students need to learn to communicate more effectively with their peers	4	3	2	1
9. Students need to learn to communicate more effectively with their parents	4	3	2	1
10. Students need to learn how to get along better with their families	4	3	2	1
11. Students need to learn how to deal with peer pressure	4	3	2	1
12. Students need to learn how to work within the social group	4	3	2	1
13. Students need to know more about the school policies and rules	4	3	2	1

Figure 3.14. Continued.

	Almost Always	Usually	Some-times	Almost Never
14. Students need to understand the importance of making good grades	4	3	2	1
15. Students need help in learning study skills	4	3	2	1
16. Students need to learn more about services offered by the counselor	4	3	2	1
17. Students need to learn to help their teachers and parents	4	3	2	1
18. Students need to learn about different jobs in the community	4	3	2	1
19. Students need to understand why people work	4	3	2	1
20. Students need to learn new hobbies and games which prepare them for enjoying leisure time activities	4	3	2	1
21. I need to know more about reviewing and interpreting student records	4	3	2	1
22. I need to know more about referring students to the counselor	4	3	2	1
23. I need to know more about making student referrals for special education classes	4	3	2	1
24. I need to know more about curriculum development and how to be more involved in this process	4	3	2	1
25. I need to know how to more effectively meet the needs of my students	4	3	2	1
26. I need to know more about classroom discipline models	4	3	2	1
27. I need help in communicating with parents more effectively	4	3	2	1
28. I need to develop a better relationship with the counselor	4	3	2	1

Figure 3.14. Continued.

	Almost Always	Usually	Some-times	Almost Never
29. I need help learning to develop and conduct guided classroom activities	4	3	2	1
30. I think the school needs to provide more opportunities for staff development via in-service workshops	4	3	2	1

Community business owners and managers also may be surveyed. Needs statements are written following the same format as the teacher/ administrator surveys. In addition, statements may be included which address student needs related to job training issues, i.e., "Students need to learn about the importance of personal appearance in seeking and keeping jobs" and "Counselors need to consult with employers concerning student employment."

Sampling Methods

The needs assessment may include the total population or a smaller representative sample from each group. A selected percentage of students and parents and a 100% sampling of teachers and administrators is optional and usually depends on the size of the school district and the resources available for tabulating results. Choosing a random sample from each group will reduce the number of survey instruments required as well as the time required for administration and tabulation. Random samples of 10 to 25% of the total population will generally provide an adequate means of determining needs when the size of a population makes a survey of the total population impractical. All parent surveys can be mailed with stamped, pre-addressed envelopes provided for returning the survey. All student surveys are usually completed in class and collected by teachers.

Another possible method for conducting the needs assessment survey is either by ***personal interviews*** or by ***telephone interviews.*** If this method is chosen by the Advisory Committee, at least 10% of the population of each population group should be interviewed. The percentage is left to the discretion of counselors and the Advisory Committee. In smaller districts, the entire population may be interviewed if sufficient help is available.

The interview method may be advantageous in that it provides for direct contact with populations served by the counseling program. It does not take much time to complete and the respondent has an opportunity to voice any concerns. Comments may be helpful in determining definite strengths and weaknesses as well as providing for suggestions and/or constructive criticisms. It is also easily scored. The major disadvantages include the availability of personnel for phoning or visiting each respondent and, possibly, some difficulty in contacting parents.

Figure 3.15 is provided as an example of the interview type of survey.

Figure 3.15. Sample of an interview type needs assessment survey.

Counseling Program Needs Assessment Survey
Students, Parents, Teachers/Administrators,
and Other Community Members

Explanation of the Survey: The counseling and administrative staff and the Counseling Program Advisory Committee need your help in identifying, what you believe to be, the needs of students, parents, school personnel, and the community which can be served by the school counselors and the counseling program. Your responses to the following statements will be of great value in helping us identify needs as well as an indication those areas with which you are satisfied. For each statement, please indicate whether you think there is a

1. HIGH NEED—students are not receiving help in this area and there is a definite need for counselor attention;

2. MEDIUM NEED—students are receiving some help in this area which should be continued; or

3. LOW NEED—students have received adequate help in this area or students do not need help in this area.

Instructions for Interviewer: After reading the above explanation of the purpose of the interview and rating criteria, read each statement, circle the response, and record any comments.

Figure 3.15. Continued.

NEEDS ASSESSMENT SURVEY

Check all items that apply: Student _____ Parent _____

Teacher _____ Administrator _____

Grade Level _____ Community Member _____

Please rate the need for students to do the following:

Statement	H	M	L	Comments, If Any
PERSONAL DOMAIN				
1. Develop self-awareness and self-acceptance	3	2	1	
2. Learn to deal with their feelings in effective ways	3	2	1	
3. Know how to plan and use time well	3	2	1	
4. Be educated about drugs and alcohol and their effects	3	2	1	
5. Be taught sex education in school	3	2	1	
6. Develop good decision making skills	3	2	1	
7. Develop a sense of responsibility	3	2	1	
EDUCATIONAL DOMAIN				
8. Learn to listen to other people as well as to learn to share needs, ideas, and feelings	3	2	1	
9. Become aware of personal expectations and attitudes of social groups and situations	3	2	1	
10. Understand and interact with peers	3	2	1	
11. Learn about love, marriage, and family interaction	3	2	1	
12. Become more aware of responsibilities in the home	3	2	1	
13. Understand and interact with adults	3	2	1	
14. Adjust to and become knowledgeable about the school environment	3	2	1	

Figure 3.15. Continued.

EDUCATIONAL DOMAIN				
Statement	H	M	L	Comment, If Any
15. Become aware of available counseling services	3	2	1	
16. Improve their study skills and habits	3	2	1	
17. Apply school learning to non-school environment	3	2	1	
CAREER DOMAIN				
18. Explore a wide range of career options	3	2	1	
19. Explore a suitable career choice compatible with the student's interests, abilities, and attitudes	3	2	1	
20. Identify requirements for career choices and to prepare for career goals	3	2	1	
21. Understand the effect work has on one's life	3	2	1	

Analysis and Evaluation of Needs Assessment Instruments

The Advisory Committee should analyze and evaluate all data so that program direction will be clearly understood from the beginning. Student workers in the Counseling Center may compile results and students in the Office Practices or Data Entry classes may assist in placing all the data into a computer program for analysis. A computer analysis could be used to rank each need within each population. The ranked needs are studied and prioritized by the Advisory Committee after tabulating the results for each population group. This process may be completed for each building level. The Advisory Committee should study the rankings of each representative group and then decide how much weight to give each ranking. Students often rank some needs as top priority while parents and teachers rank them lower, or vice versa. The Advisory Committee may decide to give student rankings a higher weighting when tabulating results. Any such decision should be made after more investigation, i.e., interviews with students, when wide differences occur in priority rankings.

Figures 3.16 through 3.21 are samples of rankings from tabulation of results from need assessment surveys. By comparison of results from different school levels—senior high (Figure 3.16), junior high (Figure 3.18), and elementary school (Figure 3.20)—one can gain an idea of how needs vary from group to group (students, teachers, parents, and administrators) and among school levels. Figures 3.17, 3.19, and 3.21 provide a means to review how the Advisory Committee placed needs into a ranking for different school levels.

The first year of effort should be devoted to completing the needs assessment, establishing priorities, and developing goals for the very highest priorities. Most districts will want to begin the planning process for only the top three to five priority needs during the first year. Implementation based on the top three to five priorities should be initiated and continued for at least one year before additional priority needs are addressed. The Advisory Committee, counseling staff, and administrative staff will want to keep in mind that an excellent counseling program must be evolved over an extended time period of five or six years.

Figure 3.16. Sample of needs for senior high school as listed by different groups as determined from tabulation of results from a need assesssment survey.

IDEAL SCHOOL DISTRICT COUNSELING PROGRAM
NEEDS ASSESSMENT RANKINGS

SCHOOL LEVEL: Senior High School (Grades 10 - 12)

NEEDS	Student Rankings	Teacher Rankings	Parent Rankings	Admin Rankings
Personal Domain				
1. Explaining self-awareness and self-acceptance.	6	2	5	6
2. Understanding themselves and their actions.	4	3	4	4
3. Being aware of their strengths and weaknesses.	5	4	6	5
4. Being more honest with others about how they feel.	8	1	7	8
5. Learning to deal with feelings in effecive ways.	2	7	3	3
6. Learning to deal with death and dying.	7	8	8	7
7. Learning to deal with divorce.	1	6	1	1
8. Education about drugs and alcohol and their effects.	3	5	2	2
Social Domain				
9. Sharing needs, ideas and feelings with others.	4	2	1	2
10. Learning to stand up for themselves in a group.	1	1	2	1
11. Learning to be more tolerant of people whose views, appearance, or actions differ from their own.	7	3	3	3
12. Learning about love, marriage, and family living.	2	4	8	6
13. Learning to get along better with family members	3	6	3	5
14. Learning how to help parents accept friends.	6	8	5	7
15. Becoming more aware of responsibilities at home.	8	7	7	8
16. Learning to work with counselors and administrators.	5	5	6	4

Figure 3.16. Continued.

NEEDS	Student Rankings	Teacher Rankings	Parent Rankings	Admin Rankings
Educational Domain				
17. Becoming aware of available counseling services.	6	1	6	6
18. Providing information about graduation requirements.	7	2	7	7
19. Improving study skills and habits.	8	3	8	5
20. Developing test-taking skills.	2	4	1	2
21. Improving the ability to concentrate.	1	5	3	1
22. Understanding standardized test scores.	4	6	4	8
23. Applying school learning to nonschool environment.	3	7	2	3
24. Providing information about educational alternatives after high school.	5	8	5	4
Career Domain				
25. Explore interests, abilities and aptitudes.	6	2	5	8
26. Training, skills, and future of certain occupations.	2	3	8	2
27. Information on a job market.	4	4	1	5
28. Pursuing a definite career plan.	5	6	3	4
29. Preparation for career.	1	7	6	6
30. Identify requirements for career choices.	3	8	4	3
31. Provisions for on-the-job experience in career interest area.	8	1	2	1
32. Understanding the effect work has on one's life.	7	5	7	7

Figure 3.17. Sample of needs for senior high school as listed by the Advisory Committee following tabulation of results from a needs assessment survey.

Ideal Senior High School
Ranked Needs

Needs as ranked by the Advisory Committee.

PERSONAL DOMAIN

1. Learning to deal with divorce.
2. Education about drugs and alcohol and their effects.
3. Understanding themselves and their actions.
4. Learning to deal with feelings in effective ways.

SOCIAL DOMAIN

1. Learning to stand up for themselves in a group.
2. Sharing needs, ideas, and feelings with others.
3. Learning to be more tolerant of people whose views, appearance or actions differ from their own.

EDUCATIONAL DOMAIN

1. Developing test-taking skills.
2. Improving the ability to concentrate.
3. Applying school learning to nonschool environment.

CAREER DOMAIN

1. Provisions for on-the-job experience in career interest area.
2. Information on job market.
3. Training, skills, and future of certain occupations.

Figure 3.18. Sample of needs for junior high school as listed by different groups as determined from tabulation of results from a need assessment survey.

IDEAL SCHOOL DISTRICT COUNSELING PROGRAM
NEEDS ASSESSMENT RANKINGS

SCHOOL LEVEL: Junior High School (Grades 7 - 9)

NEEDS	Student Rankings	Teacher Rankings	Parent Rankings	Admin Rankings
Personal Domain				
1. Understand how feelings affect behavior.	5	6	6	4
2. Learn how to express feelings more honestly.	3	4	2	5
3. Understand death	4	5	3	6
4. Understand separation and divorce	1	2	4	2
5. Understand the effects of drugs and alcohol.	2	1	1	1
6. Learn to be responsible for own actions.	6	3	5	3
Social Domain				
7. Learn to stand up for self in a group instead of being a wallflower.	3	1	1	3
8. Learn to be more tolerant of people with differing views.	5	2	6	2
9. Learn how to get along better with members of the opposite sex.	1	3	5	5
10. Learn to understand adults better.	6	5	3	6
11. Understand parental expectations.	2	4	2	4
12. Talk more with the counselor.	4	6	4	1

Figure 3.18. Continued.

NEEDS	Student Rankings	Teacher Rankings	Parent Rankings	Admin Rankings
Educational Domain				
13. Learn about services available through the counseling program.	1	2	3	1
14. Learn study skills.	3	1	2	2
15. Learn how things studied in school will be useful outside of school.	5	5	6	5
16. Learn which courses are required and which are electives.	6	6	5	6
17. Learn how to take tests.	2	3	1	3
18. Learn about ability to do school work.	4	4	4	4
Career Domain				
19. Learn about what workers must learn to do for jobs I might like.	2	4	2	3
20. Learn to make plans for developing abilities in career interest areas.	6	1	5	4
21. Understand more about the effect work has on life.	3	5	1	1
22. Find out what jobs are available locally.	5	2	6	6
23. Learn how to apply for a job.	1	3	3	2
24. Learn what to do and say in a job interview.	4	6	4	5

Figure 3.19. Sample of needs for junior high school as listed by the Advisory Committee following tabulation of results from a needs assessment survey.

Ideal Junior High School
Ranked Needs

Needs as ranked by the Advisory Committee.

PERSONAL DOMAIN

1. Need to better understand the effects of alcohol and drugs.
2. Need to understand separation and divorce.
3. Need to learn how to express feelings more honestly.

SOCIAL DOMAIN

1. Need to stand up for self in a group instead of being a follower all the time.
2. Need to better understand parent expectations.
3. Need to know how to get along better with memberss of the opposite sex.

EDUCATIONAL DOMAIN

1. Need to become more fully aware of the services available through the counseling program.
2. Need to improve study habits.
3. Need to learn how to take tests.

CAREER DOMAIN

1. Need to know how to apply for a job.
2. Need to understand more about the effect work will have on my life.
3. Need to know more about what workers must learn to do for jobs I might like.

Figure 3.20. Sample of needs for elementary school as listed by different groups as determined from tabulation of results from a need assessment survey.

IDEAL SCHOOL DISTRICT COUNSELING PROGRAM
NEEDS ASSESSMENT RANKINGS

SCHOOL LEVEL: Elementary School (Grades K - 6)

NEEDS	Student Rankings	Teacher Rankings	Parent Rankings	Admin Rankings
Personal Domain				
1. Develop self-awareness and self-acceptance.	3	1	1	1
2. Understanding themselves.	6	5	6	6
3. Learn to share feelings with others.	5	6	2	5
4. Education about drugs and alcohol and their effects.	4	4	3	3
5. Understand death and dying.	2	3	4	2
6. Learn how to deal with parental divorce.	1	2	5	3
Social Domain				
7. Learn to be more accepting and kinder to others.	4	3	2	2
8. Learn to communicate with peers.	5	5	6	4
9. Become more aware of parent expectations.	2	4	1	3
10. Learn to get along better with family members.	6	6	4	6
11. Learn how to make and keep friends.	1	1	3	1
12. Learn to share with others.	3	2	5	5

Figure 3.20. Continued.

NEEDS	Student Rankings	Teacher Rankings	Parent Rankings	Admin Rankings
Educational Domain				
13. More information about school policies and rules.	3	1	4	4
14. Learn how school learning applies to the nonschool environment.	4	4	2	3
15. Improve study habits.	2	3	1	2
16. Learn more about available counseling services.	1	2	3	1
Career Domain				
17. Learn to help more at home.	4	4	1	4
18. Learn about various jobs in the community.	1	3	3	1
19. Understand the effect work has on one's life.	3	1	2	3
20. Learn about leisure activities.	2	2	4	2

Figure 3.21. Sample of needs for elementary school as listed by the Advisory Committee following tabulation of results from a needs assessment survey.

IDEAL ELEMENTARY SCHOOL
Ranked Needs

Needs as ranked by the Advisory Committee.

PERSONAL DOMAIN

1. Learning to feel better about self (self-awareness and self-acceptance).
2. Learning to understand death and dying.
3. Learning to understand separation and divorce.

SOCIAL DOMAIN

1. Learning how to make and keep friends (participating in satisfying social groups).
2. Understanding parental expectations.
3. Learning to be more accepting and kinder to others.

EDUCATIONAL DOMAIN

1. Becoming more aware of the services available through the counseling process.
2. Improving study habits.
3. Understanding how school learning applies to the non-school environment.

CAREER DOMAIN

1. Learning about various jobs in the community.
2. Understanding the effect work has on one's life.
3. Learning about leisure activities.

CHAPTER **IV**

MAKING THE PLAN WORK

The counseling program is planned, implemented, monitored, and evaluated in a systematic way by establishing and acting to achieve programmatic goals and objectives which are congruent with the program philosophy. Goals are established after needs have been identified and prioritized. Objectives are then developed which mark the path toward the goals.

GOALS

Deciding on goals for the program requires careful study of the prioritized needs. The Advisory Committee is encouraged to decide on a small number of goals for the first year of implementation. Each goal is tied closely to the identified and prioritized needs within each domain. Before goal statements are adopted, each member of the counseling staff and the Advisory Committee will want to consider the resources available and any other factors which may affect the attainment of each goal.

To formulate goal statements which clearly mark the end point or destination agreed upon by all parties is very important. The two types of goals are (1) those which are useful in specifying the direction and accomplishments in ***program management*** and (2) those which specify ***program outcome*** or results desired after the various program activities have been completed.

Program Management Goals

Management goals are designed as a means of establishing an agenda of planned activities. Having a set of program management goals allows the counselor to know in advance what major activities will be occuring at what time and which person or persons will be responsible for these activities. A major benefit of having a planned set of program management goals is that they allow counselors to readily and publicly schedule activities for any specified time frame including an entire year. A year long calendar can be posted and/or distributed. Some counselors have used magic markers to color code by day or week the major events planned for the month or year.

Example

Management Goals: To identify, appoint, and train an Advisory Committee.

To conduct a community-wide needs assessment.

What is readily apparent in these two management goals are desired results of the first two major planning activities.

Program Outcome Goals

Program outcome goals specify the desired results of all program functions. They identify the final outcome of the counselors' efforts. Selecting and writing goals are a vital part of deciding what is expected in the way of achievements or accomplishments in regard to the identified needs. Each program goal statement specifies a desired outcome for students, school staff, parents, or others.

Example

Program Goals: To improve career decision-making skills of high school students.

To increase students' positive perception of self.

Goal statements are general in that they only show the destination or final point of arrival.

OBJECTIVES

Objectives, in contrast to goals, specify points of progress along a path toward a goal. Objectives are stated in terms which insure measureability and show precisely what is to be achieved at each step toward the final goal. Objectives are also of two types, ***management process*** and ***program outcome.***

Management Process Objectives

Management process objectives are those which specify the points of progress along the paths established by the management goals. Usually several objectives are required for each goal because moving toward the goal almost always requires many separate steps or stages along the way. To use, as an example, one of the management goals previously cited, the reader may notice that at least two objectives are necessary to show the steps toward the first management goal in the example.

Examples

Management Goal: To identify, appoint, and train an Advisory Committee.

Management Objectives

Objective 1: By the end of October, counselors will have completed selection and appointment of the Advisory Committee as evidenced by signed acceptance notices on file with a scheduled orientation meeting of the advisory committee.

Objective 2: By the end of December, orientation, organization, and training of the Advisory Committee will be completed as evidenced by completed evaluation forms from the training workshop.

Program Outcome Objectives

Program outcome objectives are stated to show specifically how, when, under what conditions, and to what levels of performance a specified outcome will be attained. For objectives to be useable in meeting the specified goal, they must

1. be related to the goal,
2. be realistic and obtainable,
3. identify specific actions, and
4. include criteria for determining that the outcome has been attained.

Just as with management objectives, in order to meet the stated goal it usually will be necessary to include several outcome objectives.

Examples

Program Goal: To improve career decision-making skills of high school students.

Program Objectives

Objective 1: After participation in a series of classroom group activities designed to help students identify and understand their own interests, 90% of those students participating will be able to write four special interests and list those occupations which are most related to those interests.

Objective 2: After completing 10 one-hour counselor led group sessions on decision making and planning, group members will be able to complete a detailed personal plan which shows their progress toward specific career goals.

Developing goals and objectives which specificially address prioritized needs is the cornerstone upon which the successful counseling program is built. While this process is the heart of the planning, implementation,

monitoring, and evaluating process, it is the most difficult task for most people. Most planners either fail to write objectives in measureable outcomes or, if they do, they write too many detailed objectives or they write too few. When objectives are stated in vague terms which do not provide direction nor specify the accomplishments intended, they are confusing. Carefully completing an inventory of available resources before adopting the objectives will insure accuracy and relevance during this phase of program planning.

DECIDING ON ACTIVITIES

Clearly deciding what activities will be conducted in achieving each step leading up to the accomplishment of goals and objectives is central to the planning process. It is virtually impossible for counselors and teachers to develop all or even a major portion of counseling activities from scratch because of the time requirement to do so. Therefore, we suggest that commercially developed activities be utilized. We suggest that any selected program be adopted and/or adapted in a planned and specific manner, not in totality for convenience. Pick and choose those activities which address specific objectives. For example, you may choose activities from several different sources and integrate them into a unique plan.

We suggest that you develop a ***counseling program activity guide*** in which you write activity plans addressing each objective. Each activity plan will include instructions for conducting the activity, copies of student activity sheets, and pre- and post-assessment instruments. The activity guide should be divided into four sections with a section each for personal needs, social needs, educational needs, and career needs. Each school level will have an activity guide.

Several factors are to be considered when developing a set of activities. The following six are included:

1. the activities relate to top priority needs as determined by the needs assessment;
2. the activities must be suitable for the age/grade range for which they are proposed;
3. a balance exists between affective and cognitive activities;
4. each activity relates directly to at least one program outcome objective;
5. materials are available for conducting the activity; and
6. properly trained counselors and teachers are available to conduct and/or supervise the activities.

If these factors are not considered, then the probability of successfully accomplishing the objectives is extremely low. An example of an activity guide is provided as Figure 4.4 at the end of this chapter.

The following samples of goals, objectives, and strategies/activities address the priority needs for each school level—Figure 4.1 for senior high school, Figure 4.2 for junior high school, and Figure 4.3 for elementary school—as identified through the ranking process described in Chapter III. The sample strategies/activities listed after the objectives, for each school level, are keyed to the activity guide (Figure 4.4 at the end of this chapter) to show the section and page where those specific activities may be found.

Figure 4.1. Sample of goals, objectives, and activities from four domains for a senior high school.

Ideal Senior High School
Goals, Objectives, and Activities

Goals, Objectives, and Activities developed by the Counseling Staff and the Advisory Committee

PERSONAL DOMAIN

First Priority Need: Learning to deal with divorce.

Goal: To increase knowledge and skills needed for dealing with divorce.

Management Objectives:

1. By September 25th an assembly program titled "What to Expect If Your Parents Get A Divorce" will be scheduled as evidenced by a notice published in the school newspaper.

2. By October 5th individual counseling sessions will be scheduled for selected persons dealing with divorce as evidenced by notations kept by the counseling staff.

3. By October 10th three theme-centered divorce counseling groups will be organized and scheduled as evidenced by a list of group members and a set time for the first group meeting.

4. By November 15th a series of classroom follow-up discussions on dealing with divorce will be completed in sophomore English classes as evidenced by a schedule of meeting dates on the counselor's calendar.

Outcome Objectives:

1. After attending a one hour school assembly program and participating in three classroom discussions on divorce, 80%

Figure 4.1. Continued.

of the students will be able to describe the common feelings, issues, problems, and coping skills associated with divorce as evidenced by written assignments collected in English classes.

2. After participating in 12 weeks of small group counseling on the theme of divorce, 75% of the students participating will report improved ability to deal with the feelings, issues, and problems of divorce as evidenced by student verbal statements and notes made by the counselor during the last group session.

3. After participating in individual and/or group counseling sessions, students will show a decreased level of anxiety as evidenced by pre- and post-test comparisons on a stress checklist and an increase in understanding of divorce as evidenced by pre- and post-test responses on an inventory addressing feelings about divorce.

Strategies/Activities:

1. All school assesmbly conducted by Dr. Divorce Counselor from the Ideal Mental Health Agency—topics for discussion include typical reactions to parental divorce, strategies for coping, and where to find help.

1a. A panel of young adults who have survived parental divorce share their experiences—Dr. Divorce Counselor leads question/answer session.

2. Individuals referred by teachers, parents, or self scheduled for individual counseling sessions.

3. Formation of three student groups—one meets before school, one during activity period, one after school. Interested students sign up in the counseling office.

3a. Organize groups according to procedure format outlined in the Senior High School Counseling Curriculum Guide: Personal-1.

3b. Conduct twelve weekly small group sessions. Activities: Personal-2.

4. Guided classroom activities conducted in English class with assistance from the teachers. Activities: Personal-3.

5. Pre- and Post-Test—"My Feelings About Divorce": Personal-4.

Figure 4.1. Continued.

SOCIAL DOMAIN

First Priority Need: Learning to stand up for themselves in a group.

Goal: To improve students' ability to stand up for themselves in groups.

Management Objectives:

1. By October 1st information will be compiled which shows the specific issues, groups, and circumstances that are difficult for students as evidenced by a list available in the counselor's office.

2. By October 15th group counseling sessions will be planned with interested students who have difficulty saying "no" as evidenced by a list of participants and a schedule of group meetings on file in the counselor's office.

3. By November 1st an assertiveness training group will be planned and scheduled as evidenced by a list of participants and a published starting date.

4. By November 1st individual counseling sessions will be scheduled with self-referred students who have problems with risk-taking behaviors as evidenced by appointments and notes in the counselor's office.

5. By December 15th a series of meetings on how to deal with peer pressure will be provided for parents and students as evidenced by a schedule of topics and meetings on file in the counselor's office.

6. By February 1st a "Speak for Yourself" club of students who want to stop inappropriate behavior will be formed as evidenced by a constitution, elected slate of officers, a regular club meeting date, and a faculty sponsor approved by the administration.

Outcome Objectives:

1. After six months of operating the programs listed above, 10% more students will be involved in appropriate extra-curricular activities and 10% fewer students will be involved in disciplinary proceedings as evidenced by rosters and/or logs of events.

2. After participating in assertive training for six weeks, students will show a 50% gain in correct responses on an assertiveness communication inventory.

Figure 4.1. Continued.

Strategies/Activities:

1. Counselor lead group discussion sessions in each tenth-grade history class to gather information on specific issues, groups, and circumstances which are subject to peer pressure. Format: Social-1

2. Announce the formation of small groups dealing with how to "say no" to peer pressure.

2a. Form the groups following the format in Personal-1.

2b. Group Activities: Social-2.

3. Assertiveness training group will meet during activity period for six weekly sessions. Students selected for participation referred by teacher or self. Activities: Social-3.

4. Individual counseling sessions provided for students who request help.

5. Organize parent/student group sessions for six weekly meetings to be held one evening a week. Send out invitations to parents of students where interest has been shown by parents and/or students.

5a. Group Activities: Social-4.

6. A counselor will visit all students during their first hour classes. Explain the "Speak for Yourself" club, answer questions, hand out forms for participation. Forms: Social-5.

6a. First club meeting to be held during activity period on the first Monday in February to organize, elect officers, and plan activities. Club will be jointly sponsored by a counselor and a teacher.

7. Assertiveness Communication Inventory: Social-6.

EDUCATIONAL DOMAIN
First Priority Need: Developing test-taking skills.

Goal: To improve student test-taking skills.

Management Objectives:

1. By September 20th a short course in test-testing skills will be adapted for use by students on an individual basis as evidenced by training materials, a course outline, and a computer

Figure 4.1. Continued.

software package on file and available from the counselor's office.

2. By the end of the first grading period, five volunteer teachers will have completed four 45 minute in-service training sessions on the short course in test-taking skills as evidenced by a roster of those completing an evaluation form of the training session.

3. By the end of the first grading period, discussion groups on test-taking skills will be made available on a sign-up basis for students needing group support as evidenced by a sign-up list with discussion group meeting times posted in the counselor's office.

Outcome Objectives:

1. After completing a short course on test-taking skills and participating in a discussion group for three weeks, 70% of the students will show a one/half letter grade improvement as evidenced by grades received for the second-quarter grade reports.

Activities/Strategies:

1. Train the counseling office aide to assist students in using test-taking skills materials and computer software.

1a. Inform teachers and students of the availability of individual assistance for developing test-taking skills.

2. Five volunteer teachers will be trained to provide instruction on test-taking skills and study skills in general.

2a. Teachers view and become familiar with a VCR study program.

2b. Teachers review paper/pencil materials. Activities: Educational-1.

3. Discussion groups on test-taking skills and other study skills held each Wednesday during activity period throughout the second quarter.

3a. Students involved may be self-referred and/ or teacher referred—no one is forced to participate.

3b. Study and Test-Taking Skills Materials: Educational-1.

Figure 4.1. Continued.

CAREER DOMAIN

First Priority Need: Provisions for on-the-job experience in career interest area.

Goal: To provide on-the-job experience in career interest areas.

Management Objectives:

1. By August 25th agreements for shadowing opportunities will be made with 20 community employers as evidenced by a resource directory in the library which includes all pertinent information on shadowing placements.

2. By October 1st two mini-workshops will be scheduled on career decision-making as evidenced by date and time published in the school newspaper.

3. By November 1st twenty students will have completed a three hour mini-workshop on career decision-making as evidenced by a completed plan and three selected alternatives for a shadowing experience on file in the counselor's office.

Outcome Objectives:

1. After completing a mini-workshop on career decision-making and three shadowing experiences, students will report a two point increase in certainty about the appropriateness or inappropriateness of their present career choices as evidenced by pre- and post-ratings on a counselor developed likert type scale.

2. After completing the activities in the career decision-making mini-workshop, participants will have selected three shadowing options which are related to their current career choices as evidenced by completed student choice sheets on file in the counselor's office.

3. After completing the activities in the career decision-making mini-workshop, participants will show by written description how their abilities and aptitudes, interest patterns, values, and life-style choices relate to their career selections.

Activities/Strategies:

1. Counselors contact community employers, list those employers who want to participate in the shadowing experience for students.

Figure 4.1. Continued.

1a. Compiled list of employers, type of experience provided, and entry-level skills desired of employees on file in the library.

1b. Students notified of this opportunity via morning announcements.

1c. Students sign-up in the counseling office for participation in program.

2. Two mini-workshops held on the second and third Fridays in October during activity period for shadowing program participants.

2a. Career decision-making activities: Career-1.

3. Students complete information sheets and select three career choices: Career-2.

3a. Students contact employers and complete shadowing experiences.

3b. Students write essay reviewing their experiences—what they learned about each career choice, what they liked and didn't like, which is their top choice and what they learned about themselves.

Figure 4.2. Sample of goals, objectives, and activities for four domains for a junior high school.

Ideal Junior High School
Goals, Objectives, and Activities

Goals, Objectives, and Activities developed by the Counseling Staff and the Advisory Committee

PERSONAL DOMAIN

First Priority Need: To better understand the effects of alcohol and drugs.

Goal: To improve students' understanding of the effects of alcohol and drugs.

Management Objectives:

1. By the end of the first semester a planned sequence of educational programs on the effects of drugs and alcohol will be scheduled as noted on a calendar of events in the principal's office.

2. By September 30th a pre-test inventory checklist of information on the effects of alcohol and drugs will be completed by all students in grades seven through nine and summarized by student assistants as evidenced by the printed summary published in the student newsletter.

3. By November 30th all grade seven through nine students will have seen a film on the effects of alcohol and drugs as evidenced by a calendar of showing dates, times, and attendees.

4. By December 20th all students in grades seven through nine will have participated in at least one discussion group on the effects of alcohol and drugs as evidenced by a schedule of dates, times, and participants maintained by the counselor.

Outcome Objectives:

1. After viewing a film, participating in discussion groups, and completing a pre- and post-test checklist on drug and alcohol information, students will show a 10% gain in knowledge of alcohol and drug effects as measured by the pre- and post-test comparisons on the checklist of information.

2. After completing the drug education activities, a self-report measure of personal use of alcohol and drugs will show a 20% decrease.

Figure 4.2. Continued.

Strategies/Activities:

1. Pre-Inventory Checklist covering information on the effects of alcohol and drugs completed by all students (7-9) in social studies classes.

1a. Students complete inventory on effects of drugs/alcohol and self-report inventory—Pre-Inventory in September, Post-Inventory in April: Personal-1 and -2.

2. Students in grades seven through nine view Drug/Alcohol film during health/PE classes.

2a. Series of films (separate film for each grade level) are to be checked out from the Media Center.

2b. After viewing film, teachers lead class discussions utilizing discussion questions provided with the film series.

3. Students who have been referred by teachers, parents, or self participate in counselor led small group sessions during activity period on Wednesday throughout November and December.

3a. Groups formed following group formation format: Personal-3.

3b. Small group activities: Personal-4.

SOCIAL DOMAIN

First Priority Need: To stand up for self in a group instead of being a follower all the time.

Goal: To improve students' ability to "stand up" for themselves in peer groups.

Management Objectives:

1. By the end of the first semester students in the seventh grade will have participated in a guided classroom series on "standing up for oneself in groups" as evidenced by a weekly schedule of classroom meetings and written student evaluations of the meetings.

2. By the end of the first semester 20% of eighth- and ninth-grade students will have completed a peer helping training program designed to encourage student support for individuality in peer groups as evidenced by completed post-test examinations.

Figure 4.2. Continued.

Outcome Objectives:

1. After completing the guided classroom series on "standing up for oneself in groups," 80% of the seventh-grade students will be able to demonstrate individuality in behavioral choices in simulated role-plays of group peer pressure situations as evidenced by participant ratings and teacher evaluation notes.

2. After participating in group discussions led by peer helpers, 80% of the eighth- and ninth-grade students will be able to list three ideas and behaviors they can use to avoid going along with a group when they would rather do something else.

Strategies/Activities:

1. Counselor leads series of six guided classroom sessions on standing up for yourself with all seventh-grade Language Arts classes.

1a. Student pre- and post-inventory forms: Social-1.

1b. Classroom Activities: Social-1.

1c. Teachers observe students and keep daily notes on students who need individual assistance as well as for students who show positive change.

2. Counselors train peer helpers from grades eight and nine. Teachers nominate students to be trained. Counselors interview and screen participants.

2a. Four weeks of training for each of the eight groups (ten students per group) conducted during activity period on Tuesdays and Thursdays during October.

2b. Training activities: Social-2.

2c. Peer helpers lead small group discussions (two peer helpers lead each group of eight students) for five weekly group sessions.

2d. Activities: Social-3.

2e. Post evaluation: Social-1.

EDUCATIONAL DOMAIN

First Priority Need: To become more fully aware of the services available through the counseling program.

Figure 4.2. Continued.

Goal: To increase student-awareness of services available through the counseling program.

Management Objective:

1. By the end of the first semester all students will have participated in one classroom meeting which reviews services available through the counseling program as evidenced by a calendar of dates, times, and classrooms visited.

Outcome Objective:

1. After participating in a classroom meeting designed to inform students about services available through the counseling program, students will show a 50% gain in knowledge of such services as evidenced by pre- and post-test comparisons on a counselor made test designed to measure knowledge of counseling services.

Strategies/Activities:

1. Students in all first hour classes complete the counseling services pre-inventory the second Monday in September. Inventory: Educational-1.

1a. Counselors discuss available counseling services in science classes during the second and third weeks of September.

1b. Presentation Outline: Educational-2.

1c. Students complete the counseling services post-inventory in first hour classes the last Monday in September: Educational-1.

CAREER DOMAIN

First Priority Need: To know how to apply for a job.

Goal: To improve the job application abilities of students in grades seven through nine.

Management Objectives:

1. By the end of October a plan for activities to increase job application abilities of seventh- through ninth-grade students will be completed in cooperation with selected teachers as evidenced by a copy of the completed plan on file in the counselor's office.

Figure 4.2. Continued.

2. By the end of October the counselor will have completed a directory of employers available for school visits as evidenced by a list of contact persons in the resource directory.

3. By December 1st the counselor will have planned job application workshops for small groups of ninth-grade students as evidenced by a schedule of dates and times posted on the bulletin board.

Outcome Objective:

1. After completing the activities designed to improve job application abilities, ninth-grade students will show a 75% improvement on pre- and post-test video-taped application interviews as measured by Business Club members evaluations.

2. After attending career day and participating in job application workshops ninth-grade students will show a 50% increase in knowledge of filling out a job application as measured by a pre- and post-inventory.

3. After attending two sessions during career day, seventh- and eighth-grade students will show a 50% increase in knowledge of applying for a job and of job training requirements as measured by a pre- and post-inventory.

Strategies/Activities:

1. Job Application Skills Form completed by all students in language arts classes.

1a. Skills Form: Career-1 (9th grade), Career-2 (7th & 8th grade).

2. Resource directory of employers available for school visits. Posted on the counseling center bulletin board.

2a. Career day to be held in November. Students will attend two fifty-minute sessions. Presenters, selected from the resource directory, discuss what they require on a job application as well as an over-view of job training.

3. Job application workshops attended by all 9th grade students during language arts classes.

3a. Activities: Career-3.

3b. Students role-play a job interview. Senior High students from the Business Club view and rate the role-plays. Students receive written feedback.

Figure 4.3. Sample of goals, objectives, and activities for four domains for an elementary school.

Ideal Elementary School
Goals, Objectives, and Activities

Goals, Objectives, and Activities developed by the Counseling Staff and the Advisory Committee

PERSONAL DOMAIN

First Priority Need: To learn how to feel better about myself.

Goal: To help students develop more positive feelings about themselves.

Management Objectives:

1. By October 30th one teacher in-service will have been held to share ideas with teachers on increasing student positive feelings about self as evidenced by an agenda and teacher evaluations on file in the counselor's office.

2. By November 18th all K-6 classrooms will have started a series of guided activities and discussions on enhancing self-esteem as evidenced by a calendar of classroom visits in the counselor's office.

3. By April 1st individual consultations with all teachers will have been completed to offer assistance, support, encouragement, and share ideas about increasing student positive feelings toward self as evidenced by the counselor's calendar of appointments with teachers.

Outcome Objective:

1. By the end of the school year K-6 students will show a 3% gain in pre- and post-test comparisons on a self-concept inventory.

Strategies/Activities:

1. Counselors conduct teacher in-service to share ideas on how to improve student feelings about self.

1a. Activities and Discussion Topics: Personal-1.

1b. Teacher in-service evaluation: Personal-2.

2. Implement classroom activities on self-esteem enhancement, grades K-6.

Figure 4.3. Continued.

2a. Description of Materials: Personal-3.

SOCIAL DOMAIN

First Priority Need: To understand better how to make and keep friends.

Goal: To help students with participation in satisfying social groups.

Management Objectives:

1. By September 1st the counselor in consultation with K-3 teachers will have identified students who are in need of special assistance in social play as evidenced by a list of identified students in the counselor's office.

2. By October 1st K-3 teachers and the counselor will have completed a plan for classroom groups designed to encourage appropriate social behavior in all students as evidenced by a plan on file in the counselor's office.

3. By November 30th students in grades 4-6 will have been involved in three classroom guided activities and discussions on the topic, "Getting and Keeping Friends" as evidenced by an agenda for the classroom visits and a calendar of completed visits.

4. By December 1st small group discussions designed to assist students with peer group participation will be scheduled with fifth- and sixth-grade students as evidenced by a list of students and dates and times for meetings.

Outcome Objectives:

1. After participating in classroom activities and guided discussions, fifth- and sixth-grade students will show a 10% larger selection of favorite friends as measured by pre- and post-comparisons on a sociometric list of favorite friends.

2. After participating in planned activities designed to improve participation in social groups, students in grades K-6 will obtain higher teacher ratings on social adjustment when compared to pre-test ratings.

Strategies/Activities:

1. Students identified by teachers as needing special assistance in social play see the counselor for individual counseling assessment.

Figure 4.3. Continued.

2. Teachers lead a series of six classroom guided activities in all K-3 classrooms.

2a. Activities: Social-1.

2b. Students having difficulty in classroom groups participate in six counselor led small group sessions.

2c. Follow group formation format: Social-2.

2d. Suggested activities: Social-3.

2e. Students having difficulty dealing with group participation are counseled individually.

3. Grades four through six teachers conduct three classroom activities and discussions on "Getting and Keeping Friends."

3a. Activities: Social-4.

4. Students identified by teachers as needing additional assistance in forming friendships participate in six weeks of small group counseling.

4a. Follow group formation format: Social-2.

4b. Suggested activities: Social-5.

5. Pre- and post-inventory, "List of favorite friends": Social-6.

6. Social Adjustment Checklist: Social-7.

EDUCATIONAL DOMAIN

First Priority Need: To become more aware of the services available through the counseling program.

Goal: To increase student awareness of the services available through the counseling program.

Management Objectives:

1. By September 1st the counselors will review two commercially available packages for informing students of the services available from the counseling program as evidenced by staff evaluation notations and a recommendation for purchase on file.

2. By October 15th a plan for implementing an internal information program which includes classroom visits, announcements, and

Figure 4.3. Continued.

printed material will be initiated with all K-6 students as evidenced by a schedule of events on file.

Outcome Objective:

1. After all efforts to inform students of services available from the counseling program have been completed, 80% of the students will be able to correctly answer five out of eight questions about the services provided by the counselors.

Strategies/Activities:

1. Counseling staff reviews two commerical programs for informing students and parents of available counseling services.

1a. A program is selected and purchased. The program is on file in the Media Center.

1b. Counselors present the program at the October Ideal Elementary PTO meeting.

2. Counselors visit each classroom and provide information about counseling services.

2b. Discuss services for students. Activities: Educational-1.

2c. Counseling Services Questionnaire: Educational-2.

CAREER DOMAIN

First Priority Need: To learn about various jobs in the community.

Goal: To improve students' understandings of the types of workers in their community.

Management Objectives:

1. By November 1st the counselors will have conducted an assessment meeting with K-3 teachers to determine the nature and extent of efforts presently underway to help students learn of workers in their community as evidenced by a list of all teaching units and activities.

2. By November 1st counselors will have conducted assessment meetings with 20% of the fourth- through sixth-grade students to determine the nature and specifics of their need for knowledge of careers and the world of work as evidenced by a listing of jobs they wish to learn about.

Figure 4.3. Continued.

3. By December 1st a plan for improving K-6 student understandings of possible careers and the world of work will have been completed as evidenced by a written plan on file.

Outcome Objective:

1. After participating in planned activities, students will be able to correctly answer 85% of the items on a counselor/teacher made test of knowledge about possible careers and the world of work.

Strategies/Activities:

1. Counselors and teachers of grades K-3 meet to determine what is currently being taught in class about careers and to determine what is needed.

1a. All teachers share their activity plans and organize a common plan for each grade level.

2. Classrooms are randomly selected (grades 4-6) for completing the "World of Work Assessment": Career-1.

3. All K-6 classes observe "Career Week" the second week of February.

3a. Activity plans: Career-2.

4. "World of Work Test of Knowledge": Career-3.

DEVELOPING THE COUNSELING PROGRAM ACTIVITY GUIDE

The development of a counseling program activity guide serves a number of purposes. The major purposes include the following:

1. provides instructions and activities for classroom teachers;
2. allows counselors and teachers to evaluate activities and to change or alter those activities which were not effective;
3. provides an easy accessibility for review of classroom and small group activities by parents and others;
4. contains in outline form for the administration and Advisory Committee members a complete view of what activities counselors and teachers are conducting; and,
5. facilitates the addition of new activities as further needs are identified.

We suggest that an activity guide be developed for each school level. A large three ring binder serves as the best type of cover since activities can be added or deleted easily. The guide should include an introduction which explains the purpose for and how to use the guide, and a section for activities addressing personal, social, educational, and career needs.

We have included an abbreviated sample of an activity guide as Figure 4.4. The goals, objectives, and activities addressed are those which were developed in the Ideal School District program plan. Naturally, your guide will be more extensive in that it will include specific activity worksheets and other information which will be unique to your specific school district. The activities we suggest include only a few of the numerous commerical programs and activity books available to counselors. We strongly recommend that you review all advertisements and catalogs you receive in the mail, visit the book exhibits at state and national counseling conferences, attend conference presentations, and talk to other counselors about what materials they are using.

The success of a planned counseling program and of the counseling activity guide is dependent upon a cooperative effort among administrators, teachers, and counselors. Therefore, School administrators and counselors must work cooperatively in providing in-service workshops for teachers where they learn how to conduct guided classroom activities, and to learn how to communicate with students in a facilitative manner. To assist in these activities several teacher effectiveness training programs are available. We have found the Dinkmeyer, McKay, and Dinkmeyer (1980) *Systematic Training for Effective Teaching* (STET) to be an excellent program for training teachers. Teachers are provided the opportunity to practice what they learn. The skills learned range from how to conduct classroom activities to how to work with students who display disruptive behaviors in the classroom. We offer further suggestions for working with teachers and administrators in Chapter VI.

Figure 4.4. Sample of a counseling program activity guide for a senior high school.

THE YOUTH OF TODAY
ARE THE LEADERS OF TOMORROW

Senior High School Counseling Program
Activity Guide

Compiled By
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Figure 4.4. Continued.

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Linda Listener
Bill Career
Edna Educator
Ralph Respect
Holly Hypo

Other School Staff Credits

Computer Assistance: Judy Type's Office Machines Class
Editoral Assistance: Dean Writer's Advanced Writing Class

We would also like to thank all the students and parents of the Ideal School District. By working as a team, our youth of today will become better prepared leaders tomorrow.

Figure 4.4. Continued.

Preface

This counseling activity guide was developed after an advisory committee was appointed and trained, a needs assessment was conducted, needs were ranked and prioritized, and after program goals and objectives were developed. This process has been a joint effort among school staff, advisory committee members, and the counseling staff.

Our youth of today encounter many difficult situations which require them to be able to make wise decisions, to deal with negative peer pressure, and to solve their own problems. We believe that the social and emotional growth of our students are important to their educational growth. We must help our students develop healthy relationships with themselves and others, learn to communicate effectively with peers and adults, and to take responsibility for their actions, both positive and negative.

The activities contained in this activity guide address personal, social, educational, and career needs. Students will be provided the opportunity to participate in classroom guided activities led by classroom teachers, be a member in counselor led small groups addressing a variety of topics, and individual counseling sessions when there is a need. Classroom teachers have been trained to present classroom activities and to more readily recognize students who are in need of group and/or individual counseling.

This guide does not serve as a finished product. As further needs are identified, activities will be added to address those needs. Our intention is to suggest preventive methodologies which may make crisis interventions less often needed.

Figure 4.4. Continued.

Ideal School District

Group Counseling Formation Guidelines

Group counseling is encouraged at all levels in the Ideal School District. The administration understands that more students may be served via group counseling. The following guidelines have been developed by the counseling staff and Advisory Committee and approved by the administration for the development of student counseling groups.

Counselors organizing groups will utilize the following guidelines:

1. Develop a written plan describing the topic to be addressed, the number of sessions the group will meet, and meeting times for publicity purposes.

2. Schedule the group room, for the duration of the meeting time, with the Counseling Center secretary.

3. Inform teachers and students via morning announcements of the group and the scheduled meeting times.

4. Provide referral sheets for teachers to refer students who they believe could benefit from group participation.

5. Provide sign-up sheets for students in the Counseling Center.

6. Screen interested participants for inclusion in each group. Interview students individually.

7. Inform parents of their child's interest in being a member of the group (use the form provided on the next page. See the notation at the bottom of the form).

8. Conduct the group sessions.

9. Upon completion of the group sessions, complete an evaluation of the group and file the evaluation for inclusion in the total program evaluation.

Figure 4.4. Continued.

Personal-1A

Sample Letter to Parents

Dear Parent or Guardian,

As part of the Ideal School's comprehensive developmental counseling program, we have begun forming groups which focus on various problems being experienced by students. Being a member of a counselor led counseling group provides students an opportunity to share common experiences and concerns, and to achieve growth both personally and academically.

Your son/daughter, _____ , has indicated an interest in participating in a group dealing with the following topic: _____.

We plan to start the group in two weeks. If you have any questions or would like to visit with me about the group, please contact me.

Very truly yours,

(your name), Counselor

NOTE: Provide this information to parents only if you have the student's permission or if school policy requires it. Some counselors question the advisability of informing parents under any circumstance because of ethical requirements for confidentiality. Others find that local conditions of parental anxiety over these services are such that parental consent is necessary.

Figure 4.4. Continued.

Personal-2

GROUP COUNSELING

Topic: Divorce

Suggested activities for group sessions. These may be altered according to the needs of the group or at the counselor's discretion.

SESSIONS ONE AND TWO

Discuss group guidelines:

1. Attend each session and be on time.
2. Say only what you feel like saying. If you don't feel like sharing, at times, just say so.
3. Whatever is said in the group is confidential. Respect other group members and don't talk outside of the group about what is being said. If your parents or friends ask about what is happening in the group, explain to them the rules of confidentiality.
4. Listen to others when they are talking. Only one person speaks at one time.
5. Support other group members, don't make fun of what someone else says.

Before doing any activities, have the students complete the Pre-Test, "My Feelings About Divorce"—Personal-4.

Activity 1

1. Get acquainted with other group members: Counselor chooses whatever activity he/she desires.

Activity 2

1. Discuss goals for the group. Each person needs a pencil and the worksheet "My Goals For Myself and the Group."
2. Complete the worksheet and discuss individual goals.
3. From individual goals, establish group goals.

Wrap-Up

1. Summarize each session and discuss activities for the next session.

Figure 4.4. Continued.

Personal-2A

"MY GOALS FOR MYSELF AND THE GROUP"

As a result of participating in this group, I hope to:

A. Personal Goals:

1. Become aware of _____
   _____
   _____

2. Gain an understanding of _____
   _____
   _____

3. Learn to _____
   _____
   _____

B. Group Goals (Decided by the Group):

1. _____
   _____
   _____
   _____
   _____

2. _____
   _____
   _____
   _____
   _____

3. _____
   _____
   _____
   _____
   _____

Figure 4.4. Continued.

Personal-2B

SESSIONS THREE AND FOUR*

The purpose of these sessions is to help students understand that others share the same feelings.

Activity 3

1. Discuss the various feelings you have. Show pictures that illustrate various facial expressions. Have the students:

   a. Tell what feelings they see in each picture and then tell if they ever had such feelings.
   b. Discuss whether you can really tell how a person is feeling by observing their facial expressions.

2. Consider other questions for discussion:

   a. Is it possible to know how a person feels by observing their actions?
   b. Are feelings involved in everything we do? In everything that happens to us? (Link this to how it feels when your parents get a divorce).
   c. Can you always tell how a person is feeling by what he or she says?

3. Discuss the incongruence between what people say and how they act.

Activity 4

1. Give each student a piece of paper that has been divided into four sections and a pencil. Tell the students to write a statement or draw a picture which describes the following (one for each section):

   a. Something you do with your family that is fun.
   b. Something that happened that made your family miserable.
   c. A reason why your parents divorced.
   d. A problem you have had since they divorced.

2. Share sentences or pictures with the group.

Wrap-Up for each session: Summarize and then discuss the next session.

***Note:** Activities three, four, and twelve were modified from Morris (1983) and McGee (1983), *Structured Groups: Divorce and Separation*, a manual developed by student services specialists in Dr. Bob Barret's HDL-6736 class at the University of North Carolina, Charlotte, during the summer of 1983. Activities that have been developed for a certain age group may be used for other age groups by making a few changes in format and leadership style which is more fitting to the maturity level of group members.

Figure 4.4. Continued.

Personal-2C

SESSIONS FIVE AND SIX

These sessions will deal with helping students recognize that others have the same problems they do and to learn how to deal with those problems.

Activity 5

1. Ask each student to share at least one of his/her major problems with the group.

2. On a sheet of poster paper or on the chalkboard, list the problems.

3. Select one of the common problems which involves only two people for a role-play. Ask for a volunteer to play one part and you play the other part.

4. Explain how to role-play a situation and then illustrate.

5. After the role-play, discuss what happened and how the problem was handled.

6. Select another problem, one which involves the entire family. Ask for volunteers to play the family members. (You may need to direct the action at first.)

7. Discuss what happened.

Wrap-Up: Summarize each session and discuss the next session.

Figure 4.4. Continued.

Personal-2D

SESSIONS SEVEN AND EIGHT

These sessions will deal with the stress that students experience. Emphasize that stress may result from several different situations and parental divorce is definitely one of those. Stress affects them at home, at school, and with their friends.

Materials Needed: Herzfeld and Powell's (1986) *Coping For Kids: A Complete Stress Control Program for Students Ages 8-18.* This may be checked out from the Media Center.

Activity 6

1. Play Tape I, Side I, Dialogue I, (p. 13).

2. Discuss how the information on the tape applies to them.

3. Complete and discuss the "Stress Checklist" worksheet—Activity 2-5.

4. Complete and discuss the "Stress Inventory"—Activity 2-3.

5. Homework assignment: Have the students keep a log of the stressors they encounter each day during the next week. Give them the "Stress In My Day" worksheet—Activity 3-6.

6. Introduce the students to biofeedback concepts. Use the "Biofeedback" section of the *Plain Talk Series* from the National Institute of Mental Health (1983)—check out from the Media Center.

7. Use a guided fantasy activity. You may select one of your choice or select one from *Coping For Kids.*

Wrap-Up: Summarize each session and remind them to bring their logs to group next week.

Figure 4.4. Continued.

Personal-2E

SESSIONS NINE AND TEN

These sessions will be used to explore misconceptions that the students may have about their parents' divorce and to explore ways they can deal with the anger they are feeling about the divorce.

Activity 7

1. Discuss the following issues:

   a. Who causes parents to divorce?
   b. Placing blame in divorce.
   c. Who really gets the divorce—parents? children?
   d. Getting over the pain.
   e. How children try to get parents back together.
   f. Normal feelings—lonely, scared, angry, etc.

Activity 8

1. Explain that to feel angry is very normal and that, in fact, to express that anger in appropriate ways is a very healthy procedure.

   a. Explore ways that anger may be expressed appropriately.
   b. List the ideas and then discuss how you know if it is appropriate.
   c. Explain that an expression of anger is appropriate if it doesn't hurt you or someone else, and if it doesn't get you into trouble.

Activity 9

1. How much time will you need to find happiness again?

   a. Discuss whether we are dependent upon others for our happiness or do we make our own happiness.
   b. Ask each student to share what makes him or her happy.
   c. Explore ways that each can help bring happiness to his/her parents because they are hurting too.

2. During the coming week have the students keep a log in which they write an entry each day about events that happened during the day that were either painful or fun.

Wrap-Up: Summarize each session and remind the students to write in their log each night and bring it to group next week.

Note: Two excellent resources for these two sessions are Kalb & Viscott's (1974) *What Every Kid Should Know* and Gardner's (1977) *The Boys and Girls Book About Divorce.* Even though these books are written for elementary age students, the material can be very beneficial for high school aged students.

Figure 4.4. Continued.

Personal-2F

SESSIONS ELEVEN AND TWELVE

These sessions will begin the termination of group process. This may be a difficult time for some students who have depended upon the group for support. Be sure to let the students know that they can see you whenever they feel the need.

Activity 10

1. Have the students bring the goal statements they wrote during the first two sessions.

    a. Discuss individual goals and group goals. Did they accomplish their goals? Were the group goals successfully met?

Activity 11

1. Complete the Post-Test, "My Feelings About Divorce": Personal-4.

    a. Compare pre- and post-statements. Have students share any changes in thoughts and feelings about divorce.

Activity 12

1. Ask the students to summarize their group experiences by addressing the following questions:

    a. What did you learn about yourself in the group?
    b. What did you learn about others from the group?
    c. What was the most difficult thing for you to talk about?
    d. What was the easiest thing for you to talk about?
    e. What are some of the things you learned that will help you in your life outside of group?
    f. How has your understanding of your feelings changed?
    g. What is your understanding now of why your parents divorced?
    h. Who is responsible for your happiness?

Wrap-up: Share your thoughts and feelings about the group—what you have learned from the students and how this will help you in other areas of your life. Thank the group for sharing the past twelve weeks with you and emphasize that you are available to help them if they need to talk.

Figure 4.4. Continued.

Personal-4

MY FEELINGS ABOUT DIVORCE

Instructions: Read each of the following statements. If you agree with the statement, circle the T. If you disagree, circle the F.

T F 1. My parents should not have gotten a divorce because they had a family.

T F 2. I am partially at fault for my parents divorce.

T F 3. If I would promise my parents that I won't cause so much trouble, maybe they will remarry.

T F 4. I will probably get into trouble with the law and make lower grades because of my parents' divorce.

T F 5. It is difficult for me to tell anyone that my parents are divorced.

T F 6. I should not be allowed to live with my father because he can't take care of me like my mother can.

T F 7. My mom or dad doesn't live with me anymore but he or she still loves me.

T F 8. Even though my parents are divorced, I am happy.

T F 9. It is better that my parents divorced because they fought every day.

T F 10. I worry about my mom and dad marrying someone else because they won't love me anymore.

T F 11. I understand that step-parents are almost always mean to their step-children.

T F 12. My whole family feels unhappy because of my parents' divorce.

Note: This checklist was modified from McGee (1983) and Crosbie-Burnett and Newcomer (1989). The format presented here is geared toward older student's maturity level.

Figure 4.4. Continued.

Social-1,2,3,4,5,6

SOCIAL DOMAIN ACTIVITIES

Activities for addressing the identified social needs and established goals and objectives would include the following:

1. A compiled list of issues, circumstances, and/or groups to which students have difficulty saying "no." This list would include specific instances identified by students.

2. Activities selected would include those which address problem-solving and decision-making. Role-playing provides an excellent avenue through which to assist students in learning to stand up for themselves.

3. Recommended resources for which you may develop activities include the following:

   ASSERT NOW! by Leilani Greely (1980). This is a board game which teaches the basics of assertiveness.

   PPR: Peer Pressure Reversal: An Adult Guide to Developing a Responsible Child by Sharon Scott (1985). This book provides guidelines and activities for counselors, teachers, and parents for how to develop a program for helping adolescents learn peer reversal skills.

   How To Say No and Keep Your Friends by Sharon Scott (1986). This book is written for adolescents and provides examples and exercises for decision-making. After organizing a group of adolescents following the guidelines in the *Peer Pressure Reversal* book, this source would be used in the group.

   Positive Peer Groups by Sharon Scott (1988) offers suggestions for how to form and conduct a positive peer group.

   Real Talk: Exercises in Friendship and Helping Skills by George M. Gazda, Richard P. Walters, and William C. Childers (1981). This program includes a student's manual and a trainer's manual. The exercises included were developed to help secondary school students in understanding and helping others.

Figure 4.4. Continued.

Educational-1

EDUCATIONAL DOMAIN ACTIVITIES

Introduction: This activity was developed to help students learn more effective methods for taking tests. Strategies for taking different kinds of tests will be discussed and practiced.

Materials Needed:
1. Worksheet—"Test Taking Strategies Sample Test"—"A." Before class photocopy copies for the number of students in your class.
2. General Strategies—"B"

Instructions:
1. Hand out the sample test to students and have them complete the test.
2. Students score their own tests.
3. Using the sample tests as an example review the "General Strategies" sheets.
4. Have the students respond to an essay question pertaining to material presently being studied in class. Do this after you have discussed strategies for taking essay tests.

Figure 4.4. Continued.

Educational-1A

TEST-TAKING STRATEGIES

How Much Do You Know?

NOTE FROM THE AUTHORS: Develop your own test or use a sample test from one of the resources recommended (see Educational-1B. Remember to include true/false questions, multiple choice questions, short answer questions, and matching questions for your pre- and post-test evaluation. You will probably want to review strategies for taking essay tests before having the students practice taking these tests. After you have developed the test, place a copy of it in the activity guide.

Educational-1B

GENERAL STRATEGIES
for Test-Taking

NOTE FROM THE AUTHORS: The general strategies guidelines sheet should begin with a listing of key ideas for effective test-taking, such as the following:

1. Read the directions and follow them.
2. Plan your test-taking time.
3. Answer the easiest questions first.
4. Usually answer all the questions.
5. Check your answers carefully.
6. Don't let others see your answers.
7. Learn from your incorrect answers.

Tips for how to take the various types of tests would follow. These could be organized in a step-by-step format. You may want to use the information sheets for group discussion and/or for handing out to the students.

Recommended Resources:

Learn How to Learn: Study Skills by Herman Ohme (1986). This resource is a complete study skills manual. It provides exercises, worksheets, and easy to follow explanations. A teacher guide and parents guide to study skills are available in addition to the student guide.

Getting Smarter: The Study Skills Improvement Program by Lawrence J. Greene and Leigh Jones-Bamman (1985). This is also a complete study skills guide. It is designed to teach students how to study more effectively and efficiently. It provides step-by-step activities and exercises covering topics from how to get organized to how to take tests.

Figure 4.4. Continued.

Career-1,2,3

CAREER DOMAIN ACTIVITIES

Career decision making activities may be selected from many different sources. Most State Departments of Education have developed guides for the schools in their state. We suggest that you contact your state department career specialist for information.

Two recommended commercial resources are as follows:

Choices: A Course in Personal Decision Making by Joan Kosuth and Sandy Minnesang (1980). The activities in this book are geared to help secondary school students develop skills for self-understanding which helps them to direct their own lives and make wise career choices. Each activity package states a purpose for the activity and suggests a series of activities to be covered in eight days. They are designed such that you can select activities that fit your students' needs without having to present all materials included.

Challenges: A Young Man's Journal for Self-awareness and Personal Planning and Choices: A Teen Woman's Journal for Self-awareness and Personal Planning by Mindy Bingham, Judy Edmondson, and Sandy Stryker (1985). A workbook is also available in which students record their own thoughts about the exercises from the texts. Topics covered include: attitudes, the cost of living, values and goal setting, decision-making, assertiveness, family planning, skills identification, non-traditional careers, career planning, financial aid for school or training, and exercises for the future.

Note: The activity guides for the junior high school and elementary school would be developed in the same manner as that for the senior high school. Our intent is not to provide a complete activity guide, rather we believe that the development of a unique guide for each of your school levels adds to the effectiveness of your counseling program.

CHAPTER SUMMARY

The counseling staff will meet regularly to decide what to do, when to do it, and in what sequence events should occur. Discussion, writing, and rewriting of objectives require that the counseling staff make many decisions about the program's operation. This part of the planning process leads to a better understanding of what is to be done and why as well as providing the opportunity for the counseling staff to build a team effort and to enhance interpersonal relationships.

If you have followed the outlined steps in writing goals and objectives and you have selected activities carefully, the evaluation process is already well underway and is more easily addressed.

CHAPTER V

MAKING THE PLAN BETTER

Evaluation is a planned part of a comprehensive program from the beginning. What becomes obvious to the Advisory Committee as time progresses is that stating goals and objectives in measurable form becomes an evaluation decision because when the objectives are carefully developed they lead directly and logically to documentation of program effectiveness.

Program management objectives which are carefully developed, lead logically and accurately to assessment of the program's operational effectiveness while outcome objectives show evidence of program quality. Accountability, however, is primarily documentation that the planned activities and functions of the counseling staff are in fact being carried out.

Qualitative evaluation provides the evidence needed to demonstrate that the plan in fact was a good plan and is achieving the aims and purposes set forth by the Advisory Committee. Evaluation data will show that the staff is functioning and that its activities are effective in reducing or meeting the needs of the consumers.

Evaluation will serve to sharpen the focus of planned strategies, suggest the revision and adaptation of activities presently or previously underway, and show progress toward the established goals. Community support for quality counseling efforts can be more readily obtained when clear evidence of effectiveness is available.

ROLE OF THE ADVISORY COMMITTEE IN EVALUATION

The advisory committee has the responsibility to review and revise the overall program plan after each formal evaluation. Some formal evaluation is ordinarily conducted on an annual basis. Some districts may choose to set up a six year rotating schedule so that a major component of the program is given an in-depth review each year and all major components are reviewed once every six years. Other districts may decide to operate with partial reviews each year and conduct complete and formal evalutations every three years.

The schedule choosen for evaluation will be determined by the size and complexity of the program plan which in turn is determined by the size of the district, the resources available, and the experience of both the Advisory Committee and the counseling staff.

Consideration usually will be given to the timing and format of the evaluation process as well as the methods and procedures to be followed. Once the decision has been made to proceed with a formal evaluation and data have been assembled, the Advisory Committee will serve as a final review team for analyzing and interpreting all of the information obtained.

METHODS AND PROCEDURES FOR CONDUCTING EVALUATIONS

Program evaluation is conducted periodically to establish the effectiveness of the counseling program in reaching established goals and therefore meeting identified needs. Evaluation methods and procedures are developed with the focused intent of determining the extent to which the identified needs have been met. Some argue that the experience of a "need" or having a need is sometimes the result of increased expectations or education regarding the possibilities. This argument suggests that persons receiving counseling services may report an increased level of need in response to having been offered and/or participated in counseling. While this may happen, its occurrence only serves to emphasize the importance of having reliable information and accurate interpretations of the data.

Needs based evaluations rest on the assumption that once quality services have been delivered the need will decrease for such services. Therefore, if planning was initiated through the process of need identification then evaluation can also be done by need identification. If the purpose of the counseling program was to reduce needs associated with the services of the counseling staff, then evaluation will be completed to determine whether needs have in fact been reduced. Evaluation of program effectiveness can be accomplished by measuring, again, the level of need expressed by the various populations served by the counseling staff. When a need appears to have been reduced, a decision must be made about changes in the planned program. The Advisory Committee and the counseling staff may decide to reallocate the resources assigned to the need in question or change nothing because the present plan is effective. Reallocation of resources might only be considered, for example, if other persons have become involved in program activities to such an extent as to suggest that the particular strategy employed to meet the specific need under review has been institutionalized. For example, the counseling staff may have involved the elementary school teaching staff in conducting classroom sessions which focus on the enhancement of self-esteem and therefore may now be able to schedule more time in small group counseling sessions with fourth-grade students. A really good needs based program plan and evaluation should provide a sharply defined and specific focus on the need, population, and strategy. Such a focus will allow targeted adjustments

once the planning, implementation, and evaluation cycle has been completed.

DOCUMENTING ACTIVITIES

Methods and procedures appropriate for establishing documentation regarding the nature and quantity of the various activities of the counseling staff can be understood by thinking in terms of such things as daily logs, calendars, records of meetings, and so forth. A systematic procedure of maintaining a record of all program activities is advisable. These activities can be summarized on a weekly, monthly, and annual basis and can be included in monthly and annual reports to the Advisory Committee and the school's administrative staff. Also, you may want to consider the inclusion of a monthly report summary in school news releases and/or school newsletters. At the very least a monthly report should be submitted to principals, superintendents, and the Board of Education.

Any decisions by the Advisory Committee to revise or adapt parts of the overall counseling program plan should also be submitted to the appropriate administrative personnel in order to keep them well informed about progress in improving the counseling program. A simple tally form may be developed for each counselor to maintain at his or her desk for marking the nature and frequency of each activity throughout the day.

EVALUATING QUALITY

Evaluation procedures and methods designed to establish level of quality must be carefully tied to the original statements of goals and outcome objectives. Qualitative evaluation may simply be a reassessment of needs among the various consumer populations. If needs, goals, and objectives have been carefully connected during the planning process, the ultimate outcome for the program is a reduction of reported needs by consumers. However, establishing qualitive indices of the various strategies which have been implemented by the counseling staff can most clearly be evidenced in the specific data obtained when each outcome objective has been evaluated. A compilation of outcome data from each objective under any one goal can provide evidence of progress toward a stated goal and provide information upon which evaluative judgements can be made. For example, the goal to increase self-esteem of fifth-grade students may be tied to several objectives such as those associated with group counseling, individual counseling, classroom counseling activities, and teacher in-service training. If each outcome has been specified in the written objective, then a summary of the results obtained from evaluating the progress on each objective will suggest the extent to which achievement of the goal has been obtained. An annual evaluation would most likely be conducted by simply compiling the evidence obtained from the results of the various activities which were designed to meet the specific objectives leading to a goal.

A sample K-12 evaluation (Figure 5.1) is included to show how an interim evaluation will enable annual adjustments in the planned program, provide strong evidence of progress, and provide the basis for communicating with interested school/community persons. The sample (Figure 5.1) is an evaluation of goals, objectives, and strategies/activities which were developed in Chapter IV.

Figure 5.1. Sample of evaluation for all three school levels.

Ideal School District
Sample Evaluation

This sample evaluation includes a listing of the priority needs, a restatement of the goals and objectives, and an evaluation summary for all three school levels. After the specific accomplishments, an overall statement of evaluation is given which would of course be approved by the Advisory Committee. The last section is a list of recommendations which could be made to effect specific changes in the plan and proposed administrative actions.

SENIOR HIGH SCHOOL EVALUATION

Needs

The following priority of student needs were identified by the Advisory Committee:

1. Learning to deal with divorce
2. Learning to stand up for themselves in a group
3. Developing test-taking skills
4. Provisions for student on-the-job experience in a selected career interest area

Goals

The following goals were established by the Advisory Committee:

1. To increase knowledge and skills needed for dealing with divorce.
2. To improve students' ability to stand up for themselves in groups.
3. To improve student test-taking skills.
4. To provide on-the-job experience in career interest areas.

PERSONAL DOMAIN: Goal 1

Evaluation Summary:

Four activities were scheduled and designed to improve students' knowledge and skills for dealing with divorce. A general school assembly attended by 10th, 11th, and 12th grade students was held October

Figure 5.1. Continued.

third. Dr. Divorce Counselor from the Ideal Mental Health Center presented the most common problems, issues, anxieties, and adjustments caused by divorce which may be experienced by parents, children, and adolescents. Her presentation was followed by a panel discussion with parents and their children who have had a divorce experience. Announcements about classroom follow-up discussions, group counseling, and individual counseling were made by the counseling staff. Three counseling groups, eight classroom follow-up discussions, and 20 individual sessions were arranged within three days following the assembly.

Outcome Objective 1-a: After attending a one hour school assembly program and participating in three classroom discussions on divorce, 80% of the students will be able to describe the common feelings, issues, problems and coping skills associated with divorce as evidenced by written assignments collected in English classes.

Result: One hundred students turned in a brief paper titled "Divorce" to four separate English teachers on December 1st. Eighty-five percent of the students received grades of B or better on their papers for the portion judged on accuracy of information. The objective was met.

Outcome Objective 1-b: After participating in 12 weeks of small group counseling on the theme of divorce, 75% of the students participating will report improved ability to deal with the feelings, issues, and problems of divorce as evidenced by student verbal statements and notes made by the counselor during the last group session.

Result: Notes and comments from students completing 12 weeks of group counseling on divorce issues show that 70% of the students report that they are better able to make the adjustments and cope with their own feelings as a result of group counseling. The objective was not met.

Outcome Objective 1-c: After participating in individual and/or group counseling sessions, students will show a decreased level of anxiety as evidenced by pre- and post-test comparisons on a stress checklist and an increase in understanding of divorce as evidenced by pre- and post-test responses on an inventory addressing feelings about divorce.

Result: Pre-post test results for those students who completed six or more individual counseling sessions and eight or more group counseling sessions showed reduced anxiety as measured by the stress checklist and an increase in understanding of divorce as measured by the feelings about divorce inventory. These data are supported by a 15% improvement in grades for the grading period immediately following counseling. The objective was met.

Figure 5.1. Continued.

SOCIAL DOMAIN: Goal 2

Evaluation Summary:

Brief interviews were held with a 2% random sample of students in order to identify specific peer group pressures experienced by students. The list developed through the interviews provided information for planning an assertiveness training group which began on Nov. 21 and continued until Christmas break. Eighteen students participated in five hours of training. Concurrently four weekly evening meetings were held for parents and students on strategies to deal with peer pressure. Students who needed additional help were encouraged to participate in group counseling and individual counseling. Three counseling groups continued for 8 weeks and involved 36 students. A "Speak For Yourself" club started with 10 members on February 12 and grew to 18 members by the end of April.

> **Outcome Objective 2-a:** After six months of operating the programs listed above, 10% more students will be involved in appropriate extra-curricular activities and 10% fewer students will be involved in disciplinary proceedings as evidenced by rosters and/or logs of events.
>
> **Result:** Attainment of these outcomes is inconclusive at this date. Further evaluation will be completed when six months have passed.
>
> **Outcome Objective 2-b:** After participating in assertive training for six weeks, students will show a 50% gain in correct responses on an assertiveness communication inventory.
>
> **Result:** Students participating in assertiveness training showed a 65% gain in correct responses on a pre-post inventory of assertiveness communications. This objective was met.

EDUCATIONAL DOMAIN: Goal 3

Evaluation Summary:

Work on a short course for students on test-taking skills was completed on Oct. 1st. Seven teachers completed a 45 minute in-service training session on the short course and agreed to conduct at least three short courses for students before the March statewide testing date.

Students were given reports of progress on teacher made tests for each week and each grading period after completing the course.

> **Outcome Objective 3-a:** After completing a short course on test-taking skills and participating in a discussion group for

Figure 5.1. Continued.

three weeks, 70% of the students will show a one/half letter grade improvement as evidenced by grades received for the second-quarter grade reports.

Result: By the 1st of May, 107 students had completed the course. Seventy students had a 25% gain in test scores. This effort exceeded expectations and even though it ran behind schedule it will be continued and expanded next year.

CAREER DOMAIN: Goal 4

Evaluation Summary:

Agreements for shadowing opportunities were completed with 33 employers and two mini-workshops were held on career descision-making. A total of 28 students attended these workshops.

Outcome Objective 4-a: After completing a mini-workshop on career decision-making and three shadowing experiences, students will report a two point increase in certainity about the appropriateness or inappropriateness of their present career choices as evidenced by pre- and post-ratings on a counselor developed likert type scale.

Result: Pre-post comparisons show a change of 1.5 points for students completing the mini-workshops. This objective was not met.

Outcome Objective 4-b-c: After completing the activitites in the career decision-making mini-workshop, participants will (1) have selected three shadowing options which are related to their current career choices as evidenced by completed student choice sheets on file in the counselor's office, and (2) show by written description how their abilities and aptitudes, interest patterns, values, and life-style choices relate to their career selections.

Results: Ninety-eight percent of the students completing the mini-workshops selected three shadowing options and were able to show how their selections were appropriate for their own career choices. Interests, values, aptitudes, and life-style choices were shown to be compatible with the shadowing options selected. These objectives were met.

OVERALL EVALUATION FOR IDEAL SENIOR HIGH SCHOOL

The high school (grades 10-12) counseling program appears to have operated in an exceptionally fine manner to accomplish the goals which had been established. The staff worked systematically toward each goal and objective. The achievement of the outcome objectives suggests a high level of quality involvment with students, staff and parents. An evaluation of progress toward each of the above goals and objectives will be completed at the end of each of the next three years.

Figure 5.1. Continued.

JUNIOR HIGH SCHOOL EVALUATION

The following needs were identified:

Needs

1. To better understand the effects of alcohol and drugs.
2. To stand up for self in a group instead of being a follower all the time.
3. To become more fully aware of the services available through the counseling program.
4. To know how to apply for a job.

Goals

1. To improve students' understanding of the effect of alcohol and drugs.
2. To improve students' ability to "stand up" for themselves in peer groups.
3. To increase student-awareness of services available through the counseling program.
4. To improve the job application abilities of students in grades seven through nine.

PERSONAL DOMAIN: Goal 1

Evaluation Summary:

All activities were completed as planned in the management objectives. The results obtained from the planned measures in the outcome objectives suggest that progress was made in informing students about the effects of alcohol and drugs. However, it is not clear from the evidence that students are reporting less use of drugs and alcohol. Pre-post comparisons of reported use remained at 13% for the total student body. The objectives were not met.

SOCIAL DOMAIN: Goal 2

Evaluation Summary:

Classroom discussions and a peer training group were held. Data collected during the classroom discussions showed that students could role-play and specifically identify the behavioral choices necessary to "stand up" for themselves. The objectives were met.

EDUCATIONAL DOMAIN: Goal 3

Evaluation Summary:

Classroom meetings were held to describe the services available from the counseling staff. A checklist completed by students at the end of the meetings showed that 87% of the students had learned about at least three new services offered by the counselors. This objective was met.

Figure 5.1. Continued.

CAREER DOMAIN: Goal 4

Evaluation Summary:

All activities planned to meet Goal 4 have not been completed. However, after completing the activities to date an improvement in job application skills and performance on a video-taped interview was achieved. All planned activities for reaching Goal 4 will be continued through the first three months of next year. This objective was not met.

OVERALL EVALUATION FOR IDEAL JUNIOR HIGH SCHOOL

The junior high school program showed strength in informing students about the effects of alcohol and drugs and helping students to "stand up" for themselves in groups. Students are better informed about counseling services and have learned new skills in applying for jobs and interviewing.

Figure 5.1. Continued.

ELEMENTARY SCHOOL EVALUATION SUMMARY

Needs

The following needs were identified:

1. To learn how to feel better about myself.
2. To understand better how to make and keep friends.
3. To become more aware of the services available through the counseling program.
4. To know more about possible careers and the world of work.

Goals

The following goals were established:

1. To help students develop more positive feelings about themselves.
2. To help students with participation in satisfying social groups.
3. To increase student awareness of the services available through the counseling program.
4. To improve students' understandings of the types of workers in their own community.

PERSONAL DOMAIN: Goal 1

Evaluation Summary:

All classroom activities and consultations with teachers were held as planned. Counselors worked beyond the plan to provide resource materials for teachers on self-concept and to assist them in making the classroom climate a positve force for student learning. Pre-post test results on the self-concept inventory showed a 2.5% gain during the first year. This objective was not met. A gain of 3% may have been an unrealistic expectation.

SOCIAL DOMAIN: Goal 2

Evaluation Summary:

Teacher reports and the results obtained from the sociometric measures indicate some progress toward Goal 2 however, a continued effort to improve social skills of K-3 students is needed to reach the goal. This objective was not met.

EDUCATIONAL DOMAIN: Goal 3

Evaluation Summary:

Counselors reviewed three available commercial packages for informing students about counseling services. One was selected. A plan for classroom

Figure 5.1. Continued.

visits, announcements, and printed material was completed as scheduled. By the end of the year, 85% of the students correctly answered 6 out of the 8 questions concerning services offered by the counselors. The objective was met.

CAREER DOMAIN: Goal 4

Evaluation Summary:

The planned activities of teachers indicated that considerable effort was already underway in classrooms. The counselors worked to help the teachers arrange field trips and resource speakers for classrooms and to systematically cover career information about several new community workers. Student performance on a teacher/counselor made test showed excellent knowledge about community jobs. This objective was met.

OVERALL EVALUATION FOR IDEAL ELEMENTARY SCHOOL

The elementary program showed strength in working with teachers, informing students about the counseling program, and assisting in career education efforts.

GENERAL EVALUATIVE SUMMARY, K-12

The evaluation data gathered at the end of two years of program implementation suggest that significant progress has been made in knowing the specifics of what is being accomplished to achieve the goals associated with the identified needs. Administrative evaluation of staff performance and the results obtained from public opinion questionnaires support the notion that the staff and community are better informed about the counseling program.

The Advisory Committee commends the counseling staff, administrators, and Board of Education for undertaking this effort. Continued efforts over the next three years will bring the counseling program full circle to the next major planning cycle and make possible one of the best counseling programs in the state.

Recommendations:

1. Continue all planned activities as scheduled next year.
2. Conduct annual interim evaluations for years four and five.
3. During year five begin planning for a major revision of the plan which includes updated needs assessment surveys.
4. Work to plan more drug and alcohol information programs at the elementary school level.
5. Introduce the "Speak For Yourself" club at the junior high school level.

Figure 5.1. Continued.

6. Work with the student body leadership and PTO to further impact the use of drugs and alcohol by students.
7. Work on improving school/classroom climate at all levels.
8. Consider more counselor efforts to be resource persons for administrators and teachers.

Long-range Planning

If qualitative annual evaluation suggests that the program is functioning effectively, a three year reassessment of needs may be advisable to determine the effects of the program on reducing needs. To consider needs assessment on an annual basis probably is not advisable unless major changes in the school population have occurred. Major changes might include such events as reorganization, annexation, or other population shifts. Very large districts may want to consider conducting needs assessment by level when new schools are opened in population growth areas.

Summary

In summary, a major benefit of good evaluation efforts is the sense of accomplishment and success which can contribute to higher morale and satisfaction of the counseling staff. Many counselors feel discouraged because they lack evidence that the work they perform results in concrete gains for the various publics they serve. Evaluation based on objectives will show evidence of progress while documentation of the nature, frequency, and duration of counselor contacts with students, staff, and parents will provide evidence of the level of involvement and number of persons/hours committed to the various activities of the counseling program by counselors, teachers, administrators, student workers, parents, and community volunteers.

ADMINISTRATIVE EVALUATION

Administrative evaluation provides a means for staffing decisions regarding the employment, tenure status, and merit pay raises for each counselor. It also may provide direct feedback on the opinions of various consumer groups regarding the operation and effectiveness of the counseling program plan. Opinions of consumer groups may not provide accurate information when only individual or small samples are obtained. A large sample of parent, teacher, and student population groups may clearly provide clues about problem areas as well as outstanding performance of both individual counselors and the counseling staff as a whole.

Sample evaluation inventories (Figure 5.2 through 5.5) are included here to suggest how questionnaires and inventories may be structured to gather feedback on the performance of counselors. These instruments have been used by school districts and may serve as tools to encourage counseling staff development. The suggestion is that the Advisory Committee include specific recommendations for administrative evaluation in the final written plan.

The first three counselor evaluation examples (Figures 5.2, 5.3, and 5.4) show that information and opinions from various consumer populations can be gathered to assist with administrative evaluation of the counseling program and its staff. The opinions of the various publics should be a valuable aid to administrators in assessing the visibility, involvement, professional development, and public relations efforts of counselors.

The "Counselor's Self-Inventory and Evaluation By Principal" (Figure 5.5) could be used to assist the counselor and administrator in annual evaluation conferences and could serve as a basis for annual improvement goals.

SUMMARY

In summary, evaluation of any plan must hold a place of importance alongside all other components of the plan. The long term aspects of comprehensive and systematic planning require that accountability, personnel, operation, and quality receive complete and thorough evaluation on a regular schedule. Operation and outcomes can be readily evaluated by compilation of the evidence collected when objectives have been reached. Judgements made, after a review of the program's outcomes, by the professional staff and the advisory committee can provide evidence of quality. As long as evaluation is continuous, both formal and informal, and based on accurate data, program improvements will be possible. Evaluation should always reach recommendations for improvements, refinements, and changes.

Figure 5.2. Sample of a counselor evaluation form to be completed by the school building administrator.

COUNSELOR EVALUATION
Administrator Survey

School _____ Date _____

Directions: On each item circle the number that best reflects the effectiveness of the counselor assigned to your school.

A. **EFFECTIVENESS WITH PUPILS**

To what extent does the counselor

		Almost Always	Usually	Some-times	Almost Never	Doesn't Apply
1.	motivate students to seek counseling when needed?	4	3	2	1	0
2.	demonstrate sensitivity to students' feelings?	4	3	2	1	0
3.	promote good rapport with students?	4	3	2	1	0
4.	help students with personal as well as educational and vocational problems?	4	3	2	1	0
5.	have a positive image with students?	4	3	2	1	0
6.	function effectively as a resource consultant to students, i.e., home, community, etc.?	4	3	2	1	0

B. **EFFECTIVENESS WITH TEACHERS**

To what extent does the counselor

1.	demonstrate sensitivity to the role and problems of the teacher?	4	3	2	1	0
2.	cooperate willingly with all school personnel?	4	3	2	1	0

Figure 5.2. Continued.

		Almost Always	Usually	Some-times	Almost Never	Doesn't Apply
3.	communicate easily and effectively with teachers?	4	3	2	1	0
4.	demonstrate receptiveness to teacher comments and suggestions?	4	3	2	1	0
5.	promote good rapport with teachers?	4	3	2	1	0
6.	function effectively as a resource consultant to teachers?	4	3	2	1	0
7.	provide relevant feedback to the teacher?	4	3	2	1	0
C.	**EFFECTIVENESS WITH THE ADMINISTRATION**					
	To what extent does the counselor					
1.	understand the role and concerns of the administration?	4	3	2	1	0
2.	demonstrate a professional rationale for his/her counseling approach?	4	3	2	1	0
3.	cooperate with administration regarding development of the counseling program?	4	3	2	1	0
4.	promote good rapport with administration?	4	3	2	1	0
5.	attend to, follow through, and report back on administration referrals?	4	3	2	1	0
6.	function effectively as a resource consultant to administrators?	4	3	2	1	0

Figure 5.2. Continued.

D. EFFECTIVENESS WITH PARENTS

To what extent does the counselor

		Almost Always	Usually	Some-times	Almost Never	Doesn't Apply
1.	understand parental concerns?	4	3	2	1	0
2.	promote free and easy communication between school and home?	4	3	2	1	0
3.	provide time for parents?	4	3	2	1	0
4.	have a professional image with parents?	4	3	2	1	0
5.	attend to parental referrals?	4	3	2	1	0
6.	follow through with parental needs?	4	3	2	1	0

PLEASE RESPOND TO THE FOLLOWING QUESTIONS. IF ADDITIONAL SPACE IS NEEDED, USE THE OTHER SIDE OF THIS PAGE.

I would like to see the Counselor continue working in my school. (Explain) _____

_____

_____

_____

_____

What are the strengths of the counseling program at your school? _____

_____

_____

_____

_____

What are suggestions for improving the counseling program at your school? _____

_____

_____

_____

_____

Figure 5.3. Sample of a counselor evaluation form to be completed by a parent.

COUNSELOR EVALUATION
Parent Survey

School _____ Date _____

Please circle the following items from 5 to 1 (5 indicating strongly agree; 1 indicating strongly disagree) that best reflects your concepts about the counselor in your child's school.

1. The counselor is a valuable resource at my child's school.

   5 4 3 2 1

2. The availability of individualized counseling is a valuable resource to promote successful social/emotional development.

   5 4 3 2 1

3. Group counseling activities (e.g., substance abuse prevention, self-esteem building) have assisted my child in developing necessary and important life skills.

   5 4 3 2 1

4. Counselors are able and willing to give parents useful information in successfully dealing with their children.

   5 4 3 2 1

5. I like the idea of being able to consult with a counselor about my child's progress.

   5 4 3 2 1

6. My school's counselor has provided me with information which I can use in assisting my child with his/her emotional and/or educational development.

   5 4 3 2 1

Figure 5.3. Continued.

RESPOND TO THE FOLLOWING QUESTIONS. IF ADDITIONAL SPACE IS NEEDED, USE THE OTHER SIDE OF THE PAGE.

I would like to see the Counselor continue working in my school. (Explain) _____

What are the strengths of the counseling program at your school? _____

What are suggestions for improving the counseling program at your school? _____

Figure 5.4. Sample of a counselor evaluation form to be completed by teachers.

COUNSELOR EVALUATION

Teacher Survey

School _____ Date_____

Directions: On each item circle the number that best reflects the effectiveness of the counselor assigned to your school.

A. EFFECTIVENESS WITH PUPILS

To what extent does the counselor

		Almost Always	Usually	Some-times	Almost Never	Doesn't Apply
1.	motivate students to seek counseling when needed?	4	3	2	1	0
2.	demonstrate sensitivity to students' feelings?	4	3	2	1	0
3.	promote good rapport with students?	4	3	2	1	0
4.	help students with personal as well as educational and vocational problems?	4	3	2	1	0
5.	have a positive image with students?	4	3	2	1	0
6.	function effectively as a resource consultant to students, i.e., home, community, etc.?	4	3	2	1	0

B. EFFECTIVENESS WITH TEACHERS

To what extent does the counselor

1.	demonstrate sensitivity to the role and problems of the teacher?	4	3	2	1	0

Figure 5.4. Continued.

		Almost Always	Usually	Some-times	Almost Never	Doesn't Apply
2.	cooperate willingly with all school personnel?	4	3	2	1	0
3.	communicate easily and effectively with teachers?	4	3	2	1	0
4.	demonstrate receptiveness to teacher comments and suggestions?	4	3	2	1	0
5.	promote good rapport with teachers?	4	3	2	1	0
6.	function effectively as a resource consultant to teachers?	4	3	2	1	0
7.	provide relevant feedback to the teacher?	4	3	2	1	0

PLEASE RESPOND TO THE FOLLOWING QUESTIONS. IF ADDITIONAL SPACE IS NEEDED, USE THE OTHER SIDE OF THIS PAGE.

I would like to see the Counselor continue working in my school. (Explain) _____

_____

_____

_____

_____

What are the strengths of the counseling program at your school? _____

_____

_____

_____

_____

What are suggestions for improving the counseling program at your school? _____

_____

_____

_____

_____

Figure 5.5. Sample of a counselor's self-inventory and evaluation by his/her principal.

COUNSELOR'S SELF-INVENTORY & EVALUATION BY PRINCIPAL

Counselor: _____ School: _____

Grade: _____ Date: _____

Rating: 1. Indicates an outstanding level of performance well above that expected for the position.
2. Indicates that broad range of performance considered to meet the requirements of the position.
3. Indicates a performance level which the evaluator and the evaluatee will work together to improve.
4. Indicates an unacceptable performance level (substantiated by written conference reports).

NOTE: Narrative comments must be written in support of any item rated 3, or 4 by either evaluatee or evaluator. N/A may be used if the item is not applicable to the evaluatee.

Evaluatee	Evaluator		
		I.	**Effectiveness as a Person**
_____	_____	1.	Relates effectively with others.
_____	_____	2.	Exhibits sensitivity, empathy, and acceptance necessary for establishing rapport.
_____	_____	3.	Functions in an organized manner.
_____	_____	4.	Respects the individual.
_____	_____	5.	Has a sense of humor.
_____	_____	6.	Is respected.
_____	_____	7.	Exhibits poise and stability.
_____	_____	8.	Is professionally ethical.
		II.	**Effectiveness with Students**
_____	_____	1.	Motivates students to seek counseling.
_____	_____	2.	Is sensitive to students' feelings.

Figure 5.5. Continued.

Evaluatee	Evaluator	
_____	_____	3. Has a good rapport with students.
_____	_____	4. Helps students with personal as well as educational and vocational problems.
_____	_____	5. Has positive image among students.
_____	_____	6. Functions effectively as resource consultant to students.
_____	_____	7. Utilizes instructional and student personnel services in a sensitive and appropriate manner in dealing with student problems.
_____	_____	8. Encourages students to use other service personnel when appropriate and actively assists in the accomplishments of the objectives.
		III. Effectiveness with Teachers
_____	_____	1. Is sensitive to role and problems of the teacher.
_____	_____	2. Cooperates willingly with all school personnel.
_____	_____	3. Communicates easily and effectively with teachers.
_____	_____	4. Is receptive to teacher's comments and suggestions.
_____	_____	5. Has good rapport with teachers.
_____	_____	6. Functions effectively as resource consultant to teachers in matters of curriculum, student activities, and human interaction as well as the concerns for psychological climate surrounding learning experiences.
		IV. Effectiveness with the Administration
_____	_____	1. Understands the role and concerns of the administration.
_____	_____	2. Has a professional rationale for his or her counseling approach.
_____	_____	3. Cooperates with administration regarding development of the counseling program.
_____	_____	4. Has good rapport with administration.
_____	_____	5. Attends to, follows through, and reports back on administration referrals.

Figure 5.5. Continued.

Evaluatee	Evaluator	
_____	_____	6. Functions effectively as a resource consultant to administration in matters of curriculum, student activities, and human interaction as well as the concerns for psychological climate surrounding learning experiences.
		V. Effectiveness with Parents
_____	_____	1. Is understanding of parental concern.
_____	_____	2. Promotes free and easy communication between school and home.
_____	_____	3. Is available to parents.
_____	_____	4. Has a professional image among parents.
_____	_____	5. Attends to parental referrals.
_____	_____	6. Follows through with parents in reducing crisis and/or responding to their needs for counselor services.
		VI. Effectiveness in the Profession
_____	_____	1. Takes pride in being a member of the counseling profession.
_____	_____	2. Continues to involve self in activiteis to improve professional skills.

CHAPTER VI

ESSENTIALS FOR EXCELLENCE

Schools may choose a variety of strategies and tactics as they strive toward excellence. One thing, however, is very clear: Counselors must play a major role in achieving the goals of excellence. This chapter provides a discussion of some of the elements necessary if counselors are to participate fully in meeting the demands of excellent education for all students.

The essential elements considered here include (1) continuing education for counselors, (2) in-service training of teachers by counselors, (3) improving interpersonal communication skills, (4) guided classroom activities, (5) classroom climate, (6) working effectively with the administration, and (7) public relations.

CONTINUING EDUCATION FOR COUNSELORS

The counselor who remains active in his or her learning process will soon find that he or she is able to work more effectively with current problems and issues which face students and the school community. There are many avenues by which the counselor may pursue enhancement of professional skills. Attending workshops and conferences is often an efficient and productive means of enhancing professional skills. The counselor must invest in his or her own professional development by advocating continuing education and may sometimes find it necessary to personally finance attendance and travel in order to participate.

Many colleges and universities offer summer workshops in addition to their usual courses. Having earned a Master's Degree probably does not mean that all the courses offered have been taken. Summer workshops are excellent short-term resources for learning new intervention techniques for specific problem areas.

Professional organizations at the state and national level offer a variety of conferences throughout the country. Attending these conferences

provides the counselor the opportunity to share with other professional counselors and to learn from what is being done in other programs to more effectively solve problems he or she may be facing. Attending conferences is also beneficial in preventing burn-out since they afford counselors the opportunity to become refreshed and to maintain collegial relationships.

In many communities, mental health professionals and institutions offer seminars on relevant issues. These resources may be invaluable to the counselor who has the desire to stay abreast of materials and techniques available for working with children, adolescents, and adults.

Reading articles from professional journals enables the school counselor to remain current on counseling trends and issues in all areas of counseling as well as learn about innovative techniques pertaining specifically to children and adolescents. Journals regularly include reviews of books, videos, and counseling materials which may assist the counselor who is looking for new methods and materials.

The counselor who is most effective in bringing excellence to the counseling program is the one who takes advantage of all the above-mentioned opportunities for continuing his or her education. Without continued professional contacts and involvement, the program will cease to function at a level which provides the school population and community the quality of education they deserve.

IN-SERVICE TRAINING OF TEACHERS BY COUNSELORS

The counselor has the challenge to single-handedly meet the needs of all students in the school system. Therefore, the counselor must enlist the help of teachers. Generally, students already have identified a teacher with whom they feel comfortable and with whom they share problems. Since students spend the major portion of their time in the classroom, the teacher can be encouraged to provide assistance to students in need of developmental, crisis, and referral services.

The first problem encountered by the counselor who enlists the assistance of teachers may be to convince teachers that they can provide help to students with counseling needs. Most teacher training institutions offer far better instruction in all facets of teaching than in how to communicate with students, parents, and administrators. Therefore, the counselor may be able to provide in-service training in order to build teachers' confidence level as well as basic human relations skills.

The intent of training teachers is not to make them into counselors, but to help them effectively relate to students. Teachers who understand human relations and use these skills in the classroom can be more effective in relating to students as well as improve the achievement levels of their students.

IMPROVING INTERPERSONAL COMMUNICATION SKILLS

Unfortunately, teachers sometimes believe and are encouraged to emphasize lecturing and giving information in the classroom. Counselors can help teachers to realize that no communication occurs until students receive the information that has been sent. Therefore, counselors can assist teachers in improving their interpersonal communication skills and thereby help students achieve more. This may be best accomplished by involving teachers in a training and/or growth group. Within the group setting, teachers can learn to send clearer messages, listen empathically, ask appropriate questions, give and receive feedback, and resolve conflicts. They also have the opportunity to become aware of their own values and experiences and how these impact upon others.

Through their own group experience, teachers also learn about group process, leadership styles, and membership roles. This knowledge may be generalized to the classroom when teachers become more aware of the dynamics operating within the student group.

The counselor must proceed with caution when leading an awareness group involving teachers who work together on a daily basis. To lead such a group successfully, the counselor must be an experienced group facilitator and be aware of the need to intervene in interactions which may possibly be explosive.

If the counselor does not feel he or she possesses the skills for leading a training and growth group, an alternative would be to facilitate a task-oriented group. In this type of group, group process and dynamics, leadership styles, and membership roles could be discussed and role playing techniques employed. Discussion topics could include, the counselor and teacher working as a team, principles of a helping relationship, and methods for making referrals. Also, the counselor could demonstrate various classroom counseling activities and provide the opportunity for teachers to practice and present activities to the group. Another possibility would be the utilization of commercial teacher effectiveness training programs.

GUIDED CLASSROOM ACTIVITIES

Guided classroom activities provide the opportunity for students to experience personal growth, learn social problem-solving skills, develop decision-making skills, learn study skills, and become aware of vocational and post-secondary education opportunities.

To summarize all the classroom materials and techniques available is impossible, and to believe that each school system can adopt the same guidelines for achieving positive outcomes from guided classroom activities is inappropriate. Activities must be chosen to fit specific grade levels, the needs of students and the community, and consideration must be given to the accessibility of materials.

The following suggestions include topics which may be included in training teachers to conduct classroom activities. They include personal, social, educational, and career development.

Personal and Social Development

Students need self acceptance and a feeling of belonging, they need to understand their responsibilities to themselves and others, and they need to develop an appreciation of the beauty in their world. The classroom teacher is in a position to help students develop in a positive manner. Therefore, the teacher must be able to identify students with low self-esteem and understand students' world—interests, attitudes, specific abilities, and relationships with peers, teachers, and parents. Student self-esteem is also enhanced by the teacher who recognizes successes and helps students learn from and adjust to failures.

Educational Development

The educational development of students is enhanced by the teacher who is knowledgeable of and practices preventive discipline techniques; who is involved in curriculum development; who understands cognitive and moral development concepts; who knows the subject matter and can adapt teaching methods and materials to the needs of students; who teaches study skills and test-taking skills; who maintains a classroom that is relatively free of undesirable tensions and frustrations; who can interpret test results to students and parents, and who can review a student's cumulative file, objectively, in order to gain insight into needs of students.

Career Development

The success of career development in the school depends upon efforts of all teachers at all grade levels in emphasizing career options involved in courses they teach; the development of career decision-making skills; an awareness of and the utilization of materials available for career exploration; knowledge of post-secondary training institutions and programs they offer, and instruction in goal setting. The effective program provides students a background for developing academic, occupational, and avocational skills as well as developing positive attitudes toward the world of work.

CLASSROOM CLIMATE

The teacher who addresses the above mentioned areas—who is aware of group dynamics within the classroom, who develops effective communication skills, who shows warmth and enthusiasm in the classroom, and so forth—has set the stage for a classroom climate which is conducive to student growth, both personally and academically.

WORKING EFFECTIVELY WITH THE ADMINISTRATION

The development of a cohesive working relationship with the school administration is a must for the school counselor. Administrators will often assign the counselor duties which are administrative in nature and which hinder the counselor in performing duties for which he or she has been trained and which are needed for student development. Therefore, the counselor and administrator need to discuss their respective duties in the school system. Sometimes viewpoints may differ, but by understanding functions performed by each, problems may be worked through in a manner which enhances the over-all school program rather than causing an irreversible conflict.

The counselor should explain to the administrator rules of confidentiality and emphasize that he or she serves as a student advocate when the need arises. Also, the counselor and administrator should set aside a scheduled time for meeting to discuss issues which may have arisen within the school and to keep the administrator informed as to what is happening within the counseling program.

By working as a team, administrators and counselors may improve services which contribute to excellence in education for the total school community. Counselors can, potentially, make the life of administrators much easier.

Besides providing individual and group counseling, in-service for teachers, testing services, and career development programs, the counselor may be involved in the development of guidelines for student and teacher handbooks, curriculum revision, establishing rapport with the staff which keeps the morale level high, and student orientation and activities programs.

The counselor must be assertive if the administrator requests the performance of duties which do not fall within the realm of the counseling program. The counselor does not have time to serve as a substitute teacher since the availability of the counselor is important for the student who has a problem. The counselor is not responsible for making administrative decisions, nor is he or she responsible for disciplinary actions. The counselor should be consulted regarding disciplinary actions which may be detrimental to the welfare of students. The counselor may provide individual and group counseling for students who are having difficulties with self-discipline.

In summary, the counselor who retains the freedom to perform his or her duties in a fashion which is the most productive in terms of student growth is the counselor who has cultivated a positive working relationship with the administration—a relationship which is built upon a foundation of mutual respect.

PUBLIC RELATIONS

Counselors are campaigners for children and students. To do a good job with the campaign, public support is needed. For public support, counselors need good public relations programs. Public relations can help students by giving parents, teachers, administrators, school board members, and people in the community insight into the contributions a planned, comprehensive counseling program provides.

Counselors and the Advisory Committee should develop goals and plans for a systematic public relations program. Approval for the public relations efforts should be obtained from the superintendent. Someone from that office should be included in the planning and/or his or her approval should be obtained for public relations plans made by the Advisory Committee.

SUMMARY

Clearly, much more is involved in achieving excellence than merely following the guidelines presented in this chapter. Further, a great deal of insight, professionalism, and hard work are needed to apply these guidelines effectively within a particular situation, with its own unique dynamics. Nevertheless, the counselor who embraces these elements as part of a planned, coordinated program will find the goal of overall educational excellence much closer at hand.

CHAPTER VII

SUMMARY

The evolution of school counseling programs has now continued for more than fifty years. Much of the change and growth within the past thirty years has been marked by rapid technological, social, and cultural changes. Demands placed on school counselors have continued to increase with the increased complexity of problems and needs of children, families, and communities. Many communities have become centered around particular economic and or social orders which distinguish them from other communities. Some communities have undergone additional significant upheavals beyond the rapid changes within the larger society. As counselors have struggled to define their responsibilities and negotiate the rapid changes, few clear markers have guided the way. Often counselors resorted to tasks of convenience or succumbed to the pressure demands of the moment and consequently failed to maintain a clear perspective on the ends they sought to reach.

Debate amoung counselor educators, local districts, state department of education personnel, professional associations, and individual counselors sometimes resulted in less understanding rather than more. Role and function issues have been discussed endlessly at meetings of professionals and in journal articles which often simply formalized the debate and produced little action. However, many counselors have tired of the dialogue and have proceeded to build for themselves a schema and design which brings order to the local school counseling program.

These writers contend that the debate has now served its purpose, is no longer useful, and moreover may even encourage postponement of action to change. Now a more appropriate procedure is to begin a systematized effort to foster an evolutionary process within local districts which emphasizes client/community based planning, management, and decision-making through teaming with groups of interested persons. The time has come for counselors to recognize that quality counseling services can be planned, managed, and evaluated from an evolving base of community support that enhances the continued coherence of services. As administrative changes occur, new counselors are hired, and community demographics change, continuity and focus can be maintained by a responsive, organized, and institutionalized system.

The design suggested in the forgoing pages of this text has been working now in various districts known to these writers and in others

of which we have heard. One district began ten years ago to move in these directions and has won a state award for the outstanding K-12 counseling effort. Counselors from this award winning district have been called by other districts to provide technical assistance and aid.

Each district must work within a locally designed framework and evolve a systematic effort, over time. The framework must acknowledge and accomodate the community's own values and resources. Each district must establish a system which is designed to produce continuing movement toward increasingly effective strategies for satisfying specified needs. Working with the existing talents to facilitate the evolution of human interpersonal and intrapersonal ecologies which enhance the lives of our clients is the fundamental mission of counseling professionals. Our mission can only be carried forward through an intentional system which has the support and invites the assistance of all other school professionals. The informed consent and cooperation of other interested community members also must be obtained.

Experience with several districts has led directly to many of the specifics contained in this guide. A few points seem to be generally relevant and are noted here as recommendations and tips which you may wish to consider for possible relevance in your district.

1. ***Devote the necessary time to a well planned and formalized training program for the Advisory Committee.*** One district known to these writers failed to produce lasting results because the Advisory Committee lacked full knowledge of their basic mission and function.

2. ***Allow ample time during the development of philosophy and rationale statements for discussion and consensus.*** Avoid the temptation to rush the initial stages because they seem to be slow moving and divisive.

3. ***Take great care to discover and document those needs you are prepared to address.*** Be clear about the priorities for the program and limit the number of goals you set while the program is under development.

4. ***Communicate clearly to all concerned parties the aims, purposes, and outcomes*** you hope to serve and invite their help in achieving success.

5. One district held a monthly series of guest speaker events to ***educate the teaching and administrative staff*** prior to hiring elementary school counselors and planning a district wide elementary school counseling program.

6. One district sent several members of an Advisory Committee to ***observe a successful district's effort to organize and plan.***

7. One district focused on ***preventive classroom activities*** during the first two years to provide visibility and direct contact with students and teachers.

8. ***Services, ideas, and in-service training were shared*** by the counselors in a rural county during regularly scheduled, monthly one-half day meetings.

9. A very successful effort in districts which have programs in place but wish to strengthen them, has been to ***enlist the assistance of an external consultant*** who can facilitate a renewal effort and follow through over a three-year time period with technical assistance.

10. ***Appointing members of the media and the School Board to the Advisory Committee*** can facilitate both public relations efforts and administrative approval.

Many benefits have been noted within districts which have engaged the community in support of various school efforts. Most notable are those easily recognized in athletic and music programs. Athletic and music programs have high levels of visibility and strong community support in a majority of districts in the United States in spite of the fact that they directly serve only a small percentage of students in most school systems. An organized, community supported, comprehensive system of counseling services can provide benefits for most all students and will directly impact their success in school as well as after school. Parents benefit from close and informed involvement in decisions affecting their children. Teachers benefit from the availability of referral and consultative assistance. School Board members benefit by having articulated and clear programming for their endorsement. Local employers benefit by knowing an available avenue for school collaboration efforts which may lead to more effective employees. Administrators benefit from having a professional staff of counselors who can design and conduct programs to achieve specified ends. Finally, counselors themselves benefit most because they experience a higher level of professional involvement and value in a less ambiguous atmosphere. The entire school community system can potentially benefit because a process exists through which it can be responsive to the changing needs of its youth.

The importance of obtaining administrative support is self evident. However, how that is achieved will vary from district to district. Several districts, even in states where a planned program is required, have found that the planning process is more productive if prior approval from all administrative levels is secured before including community representatives on the Advisory Committee. We think a specific proposal endorsed by administrators and which provides considerable detail about benefits expected, the nature of necessary activities and the time lines required, will increase any district's chances for success.

Careful selection of a representative and committed Advisory Committee is essential. Complete and thorough training of the Advisory Committee members is the most effective means of avoiding delays while installing expertise in the planning process.

Obtaining concensus on the philosophy, rationale, needs assessment questions, and the priority needs requires time and effort. Many districts must devote an entire school year to reach a data based agreement on priority needs. Goals are easily established once needs have been identified. The number of goals should be very low. Objectives require concerted effort and are usually written by the professional staff, then reviewed and approved by the Advisory Committee.

Carefully writing objectives requires knowledge of resources as well as consideration of many planning and evaluation details. We recommend that persons new to this process take care to limit the number of objectives in the beginning. Carefully developed objectives should make the counseling program more clear and manageable rather than more unwieldy and confusing.

Organizing strategies so that they are articulated from grade to grade and selected to meet each objective will contribute to the preventive effects as well as make clear intentions of the program. The professional staff will want to document and report completion of planned activities and file each evaluation in preparation for program revision decisions.

Counselors in schools provide essential services to students, parents, teachers, and communities. Efficiently and effectively providing those services requires cooperation, communication, coordination, and consultation. The process and ideas contained in these forgoing pages are certainly not new ones. We do hope, however, they have served in some way to assist and encourage you to begin or continue to strengthen the counseling services offered in your district.

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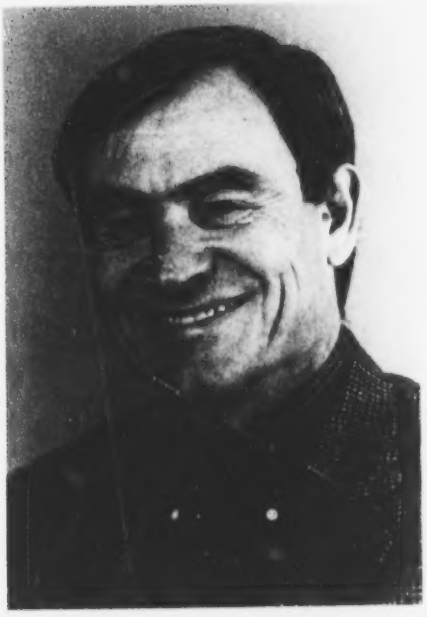

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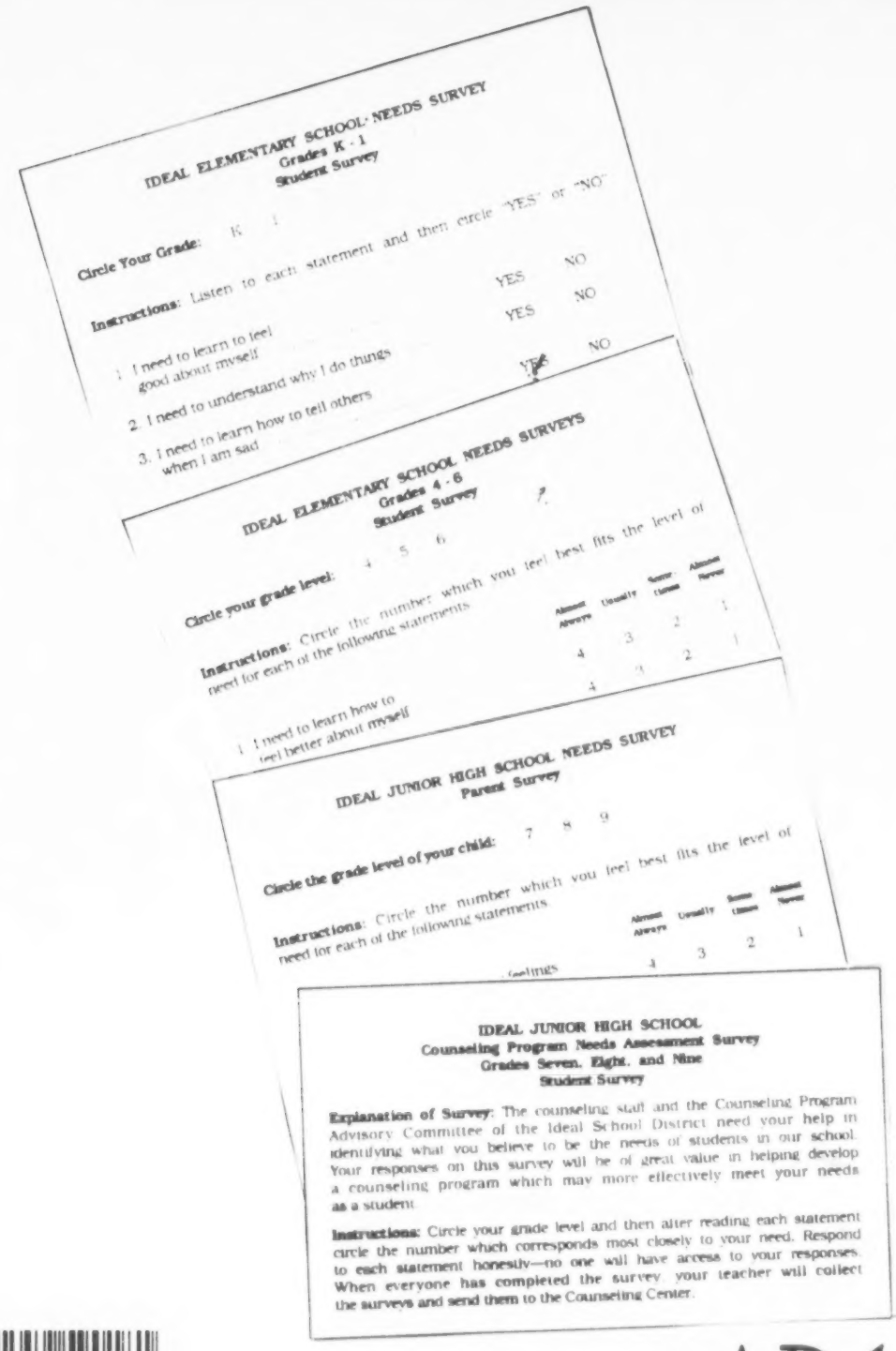

IDEAL ELEMENTARY SCHOOL NEEDS SURVEY
Grades K - 1
Student Survey

Circle Your Grade: K 1

Instructions: Listen to each statement and then circle "YES" or "NO"

1. I need to learn to feel good about myself — YES NO
2. I need to understand why I do things — YES NO
3. I need to learn how to tell others when I am sad — YES NO

IDEAL ELEMENTARY SCHOOL NEEDS SURVEYS
Grades 4 - 6
Student Survey

Circle your grade level: 4 5 6

Instructions: Circle the number which you feel best fits the level of need for each of the following statements

	Almost Always	Usually	Some-times	Almost Never
	4	3	2	1
1. I need to learn how to feel better about myself	4	3	2	1

IDEAL JUNIOR HIGH SCHOOL NEEDS SURVEY
Parent Survey

Circle the grade level of your child: 7 8 9

Instructions: Circle the number which you feel best fits the level of need for each of the following statements

	Almost Always	Usually	Some-times	Almost Never
	4	3	2	1
feelings	4	3	2	1

IDEAL JUNIOR HIGH SCHOOL
Counseling Program Needs Assessment Survey
Grades Seven, Eight, and Nine
Student Survey

Explanation of Survey: The counseling staff and the Counseling Program Advisory Committee of the Ideal School District need your help in identifying what you believe to be the needs of students in our school. Your responses on this survey will be of great value in helping develop a counseling program which may more effectively meet your needs as a student.

Instructions: Circle your grade level and then after reading each statement circle the number which corresponds most closely to your need. Respond to each statement honestly—no one will have access to your responses. When everyone has completed the survey, your teacher will collect the surveys and send them to the Counseling Center.

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